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ENTRANCE EXAMINATION PAPERS

ENGLISH A.

1. Write, in the form of a letter to a school friend who has been absent during the year, an account of your fourth year study of English.

2. Write two compositions, carefully planned and properly divided into paragraphs, on topics selected from the following groups. *Do not take both topics from the same group.*

Group I. Tell in your own words, preferably with some dialogue, a story from the *Odyssey* or from the *Old Testament*.

Group II. *a.* Explain the part played by a principal character in one of Shakespeare's comedies.

b. Describe a significant scene in *Julius Caesar* or *Henry V.*

Group III. *a.* Of the novels that you have read in school, which novels have plots invented by the author and which have plots based on historical events? Show by specific references to novels in each class that your classification is correct.

b. By what means are the following characters made to appear as real persons? John Silver, Eppie, Miss Matty Jenkyns, Beatrix Esmond, Jarvis Lorry, Phoebe Pyncheon, Israel Hands, Louis XI, Robinson Crusoe, Dr. Primrose, Lucie Manette. [*Choose any four.*]

Group IV. Compare any two essays that you have read in school, showing, with reasons, which essay you have found the more interesting, the more instructive, the more suggestive of new thoughts.

Group V. *a.* What is meant by "the ideals of Knighthood"? Make your meaning clear by reference to individual knights in the poems of Tennyson, Lowell, Scott.

b. Give an account of the poem from which one of the following quotations is taken.

1. Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear.
2. Near yonder copse, where once the garden smiled,
And still where many a garden flower grows wild,
There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.
3. I sprang to the stirrup, and Joris, and he;
I galloped, Dirck galloped, we galloped all three.
4. I am monarch of all I survey;
My right there is none to dispute.
5. Let old Timotheus yield the prize,
Or both divide the crown;
He raised a mortal to the skies,
She drew an angel down.
6. Brisk wielder of the birch and rule,
The master of the district school
Held at the fire his favored place.

ENGLISH B.

[Answer three questions.]

1. Choose *a* or *b*.
 - a*. Explain Carlyle's theory of good biography and show how the *Essay on Burns* illustrates the theory.
 - b*. In a discussion of the life and works of Johnson show how he was "one of the most eminent English writers of the eighteenth century."
2. Under what heads does Burke discuss the material prosperity of the colonies? In what part of the speech does this discussion come? What is the bearing of the discussion on Burke's argument as a whole?
3. Choose *a* or *b*.
 - a*. To what extent and in what ways does the *Farewell Address* reveal the character of Washington?
 - b*. On what grounds do you regard Webster's *Bunker Hill Oration* as a patriotic utterance?
4. Choose *a* or *b*.
 - a*. Explain the bearing which the witches have on the course of the action of *Macbeth*.

b. Are Macbeth's actions determined largely by himself or by other persons and by external events? Discuss.

5. Answer both *a* and *b*.

a. What are the "unreproved pleasures" to which Milton refers in *L'Allegro*?

b. Explain the following lines from *Comus* by reference to the life and works of Milton:

And Wisdom's self
Oft seeks to sweet retired solitude,
Where, with her best nurse, Contemplation,
She plumes her feathers, and lets grow her wings,
That in the various bustle of resort,
Were all to-ruffled, and sometimes impaired.

GREEK.

A

1. Translate:

Ἐν τούτῳ Κλέαρχος ἦκε, καὶ ἠρώτησεν εἰ ἤδη ἀποκεκριμένοι εἶεν. Φαλῖνος δὲ ὑπολαβὼν εἶπεν, Οὔτοι μὲν, ὦ Κλέαρχε, ἄλλος ἄλλα λέγει· σὺ δ' ἡμῖν εἰπὲ τί λέγεις. ὁ δ' εἶπεν, Ἐγώ σε, ὦ Φαλῖνε, ἄσμενος ἐώρακα, οἶμαι δὲ καὶ οἱ ἄλλοι πάντες· σὺ τε γὰρ Ἑλλήν ἐῖ καὶ ἡμεῖς τοσοῦτοι ὄντες ὅσους σὺ ὀρέῃ· 5 ἐν τοιούτοις δὲ ὄντες πράγμασι συμβουλευόμεθά σοι τί χρὴ ποιεῖν περὶ ὧν λέγεις. σὺ οὖν πρὸς θεῶν συμβούλευσον ἡμῖν ὅ τι σοι δοκεῖ ἀλλιστον καὶ ἄριστον εἶναι, καὶ ὅ σοι τιμὴν οἴσῃ εἰς τὸν ἔπειτα χρόνον λεγόμενον, ὅτι Φαλῖνός ποτε πεμφθεὶς παρὰ βασιλέως κελύσων τοὺς Ἑλλήνας τὰ ὅπλα παραδοῦναι 10 συμβουλευομένοις συνεβούλευσεν αὐτοῖς τάδε. οἶσθα δὲ ὅτι ἀνάγκη λέγεσθαι ἐν τῇ Ἑλλάδι ὃ ἂν συμβουλεύσης.

2. Translate at sight:

[The Death of Epaminondas]

οἱ Βοιωτοί, στρατηγοῦντος Ἐπαμεινώνδου, ἐπολέμουν τοῖς Λακεδαιμονίοις. μάχης δὲ ἐν Μαντινείᾳ γενομένης, ἐτρώθη δόρατι ὁ Ἐπαμεινώνδας· κλασθέντος δὲ τοῦ δόρατος, ὁ σίδηρος κατελείφθη ἐν τῷ σώματι· οἱ μὲν οὖν ἑταῖροι ζῶντα ἔτι ἀπήνεγκαν, οἱ δὲ ἱατροὶ συγκληθέντες ἔλεγον, ὅτι ἀποθανεῖται, 5 ὅταν ἐξαιρεθῇ τὸ δόρυ. ἔπειτα Ἐπαμεινώνδας τὸν ὑπάσπιστήν

μεταπεμφόμενος, ἠρώτησε πότερον σέσωκε τὴν ἀσπίδα·
 φήσαντος δὲ ἐκείνου, καὶ δείξαντος αὐτήν, πάλιν ἠρώτησε,
 πότεροι νενικήκασι· ἀποκρινάμενου δὲ τοῦ παιδός, ὅτι οἱ
 Βοιωτοὶ νικῶσιν "ῶρα," φησὶν, "έστι τελευτᾶν. σύ δ', ὦ παῖ, 10
 ἔξελε τὸ δόρυ." ἔπειτα βοήσαντός τινος τῶν φίλων ὅτι
 "τελευτᾶς ἄτεκνος, Ἑπαμεινώνδα," "οὐ μὰ Δία," ἔφη, "ἀλλὰ
 καταλείπω δύο θυγατέρας, τὴν τε ἐν Λεύκτροις νίκην, καὶ τὴν
 ἐν Μαντινείᾳ." τότε δὴ τοῦ δόρατος ἐξαιρεθέντος ἀπέθανε.

B. Grammar

1. Give the principal parts of ἐώρακα, οἶσει and οἶσθα.
2. Explain fully 'αποκκριμένοι εἶεν and ἂν συμβουλευσῃς.
3. Explain principles of accent in connection with σε, οἶμαι and ποτε.
4. Tell the construction of κελεύσων, and αὐτοῖς (l. 11). What is the subject of γέγερθαι?
5. Decline πάντες and πράγμασι.

C. Composition

But Tissaphernes thought that Cyrus was not going to march against the Peisidians, but against the King himself; and the king, upon hearing this from a certain soldier, made his preparations in turn.

D. Homer

1. Translate:

" Ἀτρεΐδῃ, τέο δὴ αὖτ' ἐπιμέμφεται ἡδὲ χατίζεις ;.

πλεῖαί τοι χαλκοῦ κλισίαι, πολλὰ δὲ γυναῖκες

εἰσὶν ἐνὶ κλισίῃς ἐξαίρετοι, ἄς τοι Ἀχαιοὶ

πρωτίστῳ δίδομεν, εὖτ' ἂν πτολίεθρον ἔλωμεν.

ἦ ἔτι καὶ χρυσοῦ ἐπιδεύεις, ὃν κέ τις οἶσει

5

Τρώων ἱπποδάμων ἐξ Ἰλίου υἱὸς ἄποινα

ὃν κεν ἐγὼ δῆσας ἀγάγω ἢ ἄλλος Ἀχαιῶν·

ἢ δὲ γυναῖκα νέην, ἵνα μίσγειαι ἐν φιλότῳ,

ἦν τ' αὐτὸς ἀπονόσφι κατίσχει. οὐ μὲν ἔοικεν

ἀρχὸν ἐόντα κακῶν ἐπιβασκόμεν υἱᾶς Ἀχαιῶν,

10

ὦ πέπονες, κἄν' ἐλέγχῃ, Ἀχαιίδες, οὐκέτ' Ἀχαιοί,

οἷκαδὲ περ σὺν νηυσὶ νεώμεθα, τόνδε δ' ἑώμεν

αὐτοῦ ἐνὶ Τροίῃ γέρα πεσσέμεν, ὄφρα ἴδῃται,

ἦ ῥά τί οἱ χήμεῖς προσαμύνομεν ἢ καὶ οὐκί·

2. Give the corresponding Attic forms of $\chi\lambda\iota\sigma\tau\eta\varsigma$, $\nu\acute{\epsilon}\eta\nu$ and $\acute{\epsilon}\pi\iota\beta\acute{\alpha}\sigma\tau\kappa\epsilon\mu\epsilon\nu$.
3. Mark the scansion of lines 3-6.
4. Tell the mood and tense of $\xi\lambda\omega\mu\epsilon\nu$, $\acute{\alpha}\gamma\acute{\alpha}\gamma\omega$ and $\nu\epsilon\acute{\omega}\mu\epsilon\theta\alpha$.

LATIN.

A separate book should be used for each set of questions, i. e. one book for I, another for II, etc.

At the beginning of one of the books, state how long you have studied Latin and give the exact amount of each Latin author you have read.

I.

FIRST YEAR LATIN

1. Decline: *obses*; *eques*; *virtus*; *flumen*; *genus*; *sedile*; *filia*; *manus*; *altiludo*; the following in all three genders: *celer*, *pulcher*, *potens*, *iste*, *duo*.
2. Give the comparative and superlative degrees of: *facilis*; *vetus*; *felix*; *superus*; *parum*.
3. Write out the conjugation of *eo* in the subjunctive.
4. Give the principal parts of: *audeo*; *affero*; *morior*, *moveo*, *pario*.
5. Give a complete synopsis of the conjugation of *pareo* in the Second Person Plural; of *paro* in the Third Person Singular (both active and passive).
6. *Translate into Latin, marking all long vowels in what you write:*
 - (a) He was ordered to go to the country; (b) I persuaded him not to return to Rome; (c) He said that he had done all he had promised; (d) The other son was spared by him; (e) How many days do you wish to remain in Ithaca? (f) Be of good cheer; (g) We shall need a spear three feet longer; (h) If I were now in Corinth, I should be with you; (i) Let us not wait till he comes.

7. Translate:

Interea eā legiōne quam sēcum habēbat militibusque quī ex prōvinciā convēnerant mūrū pedēs sēdecim altum et fossam ā lacū Lemannō, quī in flūmen Rhodanum influit, ad montem Iūram, quī fines Sēquanōrum ab Helvētiis dividit,

perducit. Eō opere perfectō et castellis munitis, facile eōs prohibere potest. Ubi ea diēs quam cōstituerat cum lēgātis vēnit, et lēgātī ad eum rediērunt, negat sē posse iter illi per prōvinciam dare.

II

LATIN GRAMMAR

1-5: Answer the first five questions under First Year Latin. (Part I of the present paper).

6. Explain fully the differences in usage and meaning between the indicative and the subjunctive with each of the following conjunctions: (a) *cum*; (b) *dum* (= till); (c) *ut*; (d) *si*; (e) *quia*.

7. Give the general rule for the use of *ne* in distinction from *non*, and state how *ne* in *ne . . . quidem* forms an exception to the rule.

8. How does *quamvis* differ in use from *quamquam*?

9. Define and illustrate the following terms as applied to Latin syntax: jussive, prohibitive, optative, hortatory, concessive.

III

SECOND YEAR LATIN

CAESAR

1. Translate:

Altero die cum ad oppidum Senonum Vellaunodunum venisset, ne quem post se hostem relinqueret, quo expeditiore re frumentaria uteretur, obpugnare instituit idque biduo circumvallavit; tertio die missis ex oppido legatis de deditione, arma conferri, jumenta produci, sexcentos obsides dari jubet. Ea qui conficeret, C. Trebonium legatum relinquit, ipse ut quam primum iter faceret. Cenabum Carnutum proficiscitur.

Give the principal parts of: *venisset*; *relinqueret*; *uteretur*; *instituit*; *missis*; *conferri*; *dari*; *jubet*.

Account for the case of *die*; *re*; *biduo*; *legatis*; for the mood and tense of *venisset*; *relinqueret*; *uteretur*; *conficeret*.

2. Translate:

Locus erat castrorum editus et paulatim ab imo adclivis circiter passus mille. Huc magno cursu contenderunt, ut quam minimum spatii ad se colligendos armandosque Romanis daretur, exanimatique pervenerunt. Sabinus suos hortatus cupientibus signum dat. Inpeditis hastibus propter ea, quae ferebant, onera, subito duabus portis eruptionem fieri iubet. Factum est opportunitate loci, hostium inscientia ac defetigatione, virtute militum et superiorum pugnarum exercitatione, ut ne uauum quidem nostrorum impetum ferrent ac statim terga verterent.

IV

THIRD YEAR LATIN

CICERO

1. *Translate (a) if you have read the oration; otherwise (b);*

(a) Hoc si vos temere fecistis et rei publicae parum consulistis, recte isti studia vestra suis consiliis regere conantur; sin autem vos plus tum in re publica vidistis, vos eis repugnantes per vosmet ipsos dignitatem huic imperio, salutem orbi terrarum attulistis, aliquando isti principes et sibi et ceteris populi Romani universi auctoritati parendum esse fateantur. Atque in hoc bello Asiatico et regio non solum militaris illa virtus, quae est in Cn. Pompeio singularis, sed aliae quoque virtutes animi magnae et multae requiruntur.

(b) Quae cum ita sint, Catilina, perge quo coepisti: egredere aliquando ex urbe; patent portae; proficiscere: nimium diu te imperatorem tua illa Manliana castra desiderant. Educ tecum etiam omnes tuos; si minus, quam plurimos; purga urbem. Magno me metu liberabis, dum modo inter me atque te murus intersit: nobiscum versari jam diutius non potes; non feram, non patiar, non sinam. Magna dis immortalibus habenda est atque huic ipsi Jovi Statori, antiquissimo custodi hujus urbis, gratia, quod hanc tam taetram, tam horribilem tamque infestam rei publicae pestem toties jam effugimus.

2. *Translate into Latin, marking all long vowels in what you write:*

- (a) 1. Do you fear that he can not be persuaded by me?
 2. Even though it be a difficult thing to do, still the town ought to be captured this very day.
 3. He told me that the town would have been captured if he had arrived two days earlier.
 4. I had long been trying to prevent you from returning to the country.

(b) There were some at Rome who blamed this act of Cæsar. He himself says in his *Commentaries* that the Germans were merely seeking a delay, until the cavalry which they had sent across the Meuse should return. Whether this suspicion was well-grounded or not, we do not know. Most (persons) believe that Cæsar was cruel and treacherous. In the Roman Senate Cato even moved that Cæsar be given up to the Germans, that they might take vengeance on him.

V

FOURTH YEAR LATIN

VIRGIL

1. *Translate:*

Ille patris magni parere parabat
 imperio; et primum pedibus talaria nectit
 aurea, quae sublimem alis sive aequora supra
 seu terram rapido pariter cum flamine portant;
 tum virgam capit: hac animas ille evocat Orco
 pallentis, alias sub Tartara tristia mittit,
 dat somnos adimitque, et lumina morte resignat.
 Illa fretus agit ventos, et turbida tranat
 nubila; iamque volans apicem et latera ardua cernit
 Atlantis duri, caelum qui vertice fulcit,
 Atlantis, cinctum adsidue cui nubibus atris
 piniferum caput et vento pulsatur et imbri;
 nix umeros infusa tegit; tum flumina mento
 praecipitant senis, et glacie riget horrida barba.

Explain the construction of: *imperio; sublimem; Orco; illa; cui*. Decline: *talaria; flamine; apicem; latera; Atlantis*.

Give the principal parts of: *nectit; adimit; cernit; cinctum; nix*. Write out the last four lines, indicating the metrical feet, the principal caesura and the length of each syllable.

2. Write briefly of the life and literary activity of Vergil.

3. Briefly outline the contents of the second and sixth books of the Aeneid. How many books does it contain?

FIRST YEAR GERMAN.

N. B. State where and how long you have studied German.

I

At the option of the candidate 20% of the 100% may be counted on an oral test to be given in connection with this paper. Candidates not electing this oral test must answer question VI.

II

Translate into English:

In das Wirtshaus „Zum goldenen Löwen“ kam einmal ein wohlgekleideter Gast. Er setzte sich an den Tisch und verlangte für sein Geld eine gute Suppe. Darauf forderte er Fleisch und Gemüse für sein Geld. Der Wirt fragte ganz höflich, ob er nicht auch ein Glas Wein wünsche. „O gewiß,“ erwiderte der 5 Gast, „wenn ich etwas Gutes haben kann für mein Geld. Nachdem er sich alles hatte wohl schmecken lassen, zog er einen alten Groschen (*dime*) aus der Tasche und sagte: „Hier, Herr Wirt, ist mein Geld!“ Der Wirt sagte: „Was soll das heißen? Ihr seid mir einen Taler schuldig!“ Der Gast erwiderte: 10 „Ich habe nicht für einen Taler Speise von euch verlangt, sondern für mein Geld. Hier ist mein Geld. Mehr hab' ich nicht. Habt ihr mir zu viel dafür gegeben, so ist's eure Schuld. „Ihr seid ein Schalk (*rogue*)“,“ erwiderte der Wirt, „und hättet wohl etwas anderes verdient. Aber ich schenke euch das Mittagessen 15 und noch einen Taler dazu, wenn ihr schweigt und zu meinem Nachbar geht und es ihm ebenso macht.“ So sprach er, weil er mit seinem Nachbar in Unfrieden lebte, und einer dem andern gern jeden Schaden antat. Aber der schlaue Gast griff lächelnd mit der einen Hand nach dem angebotenen Geld, mit der andern 20 vorsichtig nach der Tür, wünschte dem Wirt einen guten Abend und rief: „Bei eurem Nachbar bin ich schon gewesen; der ist es eben, der mich zu euch geschickt hat.“

III

1. Give the principal parts and the third person singular indicative of: *kam* [1], *lassen* [7], *zog* [7], *cshweigt* [16], *geht* [17], *antat* [19], *griff* [19], *rief* [22], *angebotenen* [20].
2. Conjugate in the present and preterit, indicative and subjunctive modes: *kann* [6], *soll* [9], *sprach* [17].
3. Name and explain the subjunctive: *wünsche* [5], *hättet* [14]. What other uses of the subjunctive do you know?
4. Name and explain the word order in line 1 [*kam*], 3 [*forderte*], 5 [*wünsche*], 7 [*zog*], 18 [*lebte*], 19 [*antat*].
5. What other construction could you use for *Habt-gegeben* [13]?
6. Change line 4 [*ob-wünsche*] into direct discourse; line 16 [*ihr-macht*] into indirect discourse.
7. Decline throughout: *einen alten Groschen* [7]; *der schlaue Gast* [19]; *eurem Nachbar* [22].
8. Name and explain case of *Tisch* [2], *Geld* [3], *euch* [11].

IV

Answer in complete German sentences:

1. Wann wurde George Washington geboren?
2. Was ass der Gast zu Mittag?
3. Was hätte der Gast verdient? [14].
4. Warum schenkte der Wirt dem Gast den Taler?
5. Wer war der grössere Schalk von den beiden, und wer war der Schlaudere?
6. Warum lächelte der Gast? [19]

V

Translate into German:

A gentleman once lived in a country-house a few miles from the city. He kept a carriage and a pair of fine horses, and once a [use definite article] week he drove to town to visit his friends and to get all he wanted from the stores. Tuesday was the day on which he usually went. He drove at once to

a well-known inn, left his carriage and horses there and then went out to visit his friends. His big black dog always went with him to the city and stayed at the inn with the horses.

VI

Not to be answered by candidates electing the oral test [of I].

Erzählen Sie in etwa 75-100 Worten irgend etwas über Ihre Heimastadt.

SECOND YEAR GERMAN.

N. B. State where and how long you have studied German.

I

At the option of the candidate, 20% of the 100% may be counted on an oral test to be given in connection with this paper. Candidates not electing this oral test must answer question VII.

II

Translate into English:

Eines Tages brach in der Stadt Bergamo in Italien die Pest aus, zuerst in dem neuen Teil der Stadt, der am Fusse eines niedrigen Berges liegt, dann auch in der Altstadt oben auf dem Gipfel. Es starben eine Menge Menschen, viele andere flohen über die Ebene fort nach allen Enden der Welt. Die Bürger, die 5 zurückblieben, zündeten auf Märkten und Plätzen große Feuer an, damit der gesunde Rauch durch die Straßen zöge, ja die Häuser selbst steckten sie in Brand, um die Luft zu reinigen. Jedoch es half nicht. Früh und spät suchten sie die Kirchen auf, einzeln und in Prozessionen. Jeden Tag waren sie vor Gott mit ihren 10 Gebeten, und jeden Abend, wenn die Sonne hinter die Berge sank, riefen alle Kirchenglocken klagend zum Himmel auf. Aber Tag für Tag nahm die Krankheit zu. Die Sommer Sonne brannte auf die Stadt herab, es fiel kein Regentropfen, es rührte sich kein Wind, und die Mauern und Dächer waren 15 schwarz von Raben und Krähen, die von dem erstickenden Geruch in den Straßen angelockt waren.

III

Translate into English:

Aus Heinrich von Kleists Katechismus der Deutschen, zum
Gebrauch für Kinder und Alte.

Frage: Sprich, Kind, wer bist du? 20

Antwort: Ich bin ein Deutscher.

Fr.: Du liebst dein Vaterland, nicht wahr, mein Sohn?

Antw.: Ja, mein Vater, das tue ich.

Fr.: Warum liebst du es? Weil Gott es gesegnet hat mit
vielen Früchten? Weil viele schöne Werke der Kunst es schmücken? 25
Weil Helden, Staatsmänner und Weise, deren Namen zu
nennen kein Ende ist, es verherrlicht haben?

Antw.: Nein, mein Vater. Denn andere Länder, wie du mich
gelehrt hast, sind mit Früchten und schönen Werken der Kunst
und allem, was groß und herrlich sein mag, weit mehr gesegnet 30
als Deutschland. Gleichwohl, wenn dein Sohn darin leben
müßte, so würde er sich traurig fühlen und kein Land so lieb
haben wie jetzt Deutschland.

Fr.: Warum also liebst du Deutschland?

Antw.: Mein Vater, ich habe es dir schon gesagt. Weil es 35
mein Vaterland ist!

IV

The following questions are based on the passages for
translation

1. Conjugate in short but complete sentences the following
verbs in the third person (singular or plural) indicative of the
present, preterit and perfect tenses. (NOTE—follow this
model taken from line 5: Die Bürger *zünden* Feuer *an*, die
Bürger *zündeten* Feuer *an*, die Bürger *haben* Feuer *ange-*
zündet):

brach . . . *aus* (line 1); *liegt* (3); *starben* (4); *flohen*
(4); *zurückblieben* (6); *zöge* (7); *waren* (10); *sank* (12);
riefen (12); *nahm* . . . *zu* (13); *brannte* (14); *fiel* (14).

2. Conjugate in the present and preterit indicative and
subjunctive modes: *müsste* (32).

3. Decline throughout the singular and plural: *dem neuen Teil* (2); *grosse Feuer* (6); *kein Wind* (15).

4. Change lines 22 and lines 24 into indirect discourse, beginning with: "*Ein Vater fragte seinen Sohn . . .*" and continuing accordingly.

5. Explain the word order in lines 1-2 (*brach-aus*), 3 (*liegt*), 6 (*zurückblieben*), 6 (*zündeten . . . an*), 9 (*half*).

6. Name and explain the subjunctive in line 7 (*zöge*) and in line 32 (*müsste*). What other uses of the subjunctive do you know?

7. Give nomin. and genit. sing. and nomin. plur. (with articles) of: *Gipfel* (4), *Menschen* (4), *Enden* (5), *Märkten* (6), *Plätzen* (6), *Gebeten* (11), *Krankheit* (13), *Mauern* (15), *Dächer* (51).

V

Answer in complete German sentences.

1. Wann wurde George Washington geboren?

[Write out numbers].

2. Was für Pflanzen (Bäume, Blumen, Gemüse, etc.) kennen Sie? Erzählen Sie irgend etwas von diesen Pflanzen: wo sie wachsen, wie sie aussehen, wozu sie gebraucht werden oder dergleichen.

3. Erzählen sie in etwa 50 Worten irgend etwas über Ihre Heimatstadt.

VI

Translate into German:

The Wolf, the Goat and the Cabbage

(*Der Wolf, die Ziege und der Kohl*)

A man once had to bring a wolf, a goat and a basket of (= *voll*) cabbage over a river. The boat he had was so small that it could only carry himself and one of the three things at a time (= *zugleich*). What should he do? If he brought the wolf over first, the goat would eat the cabbage. If he left (infin. = *lassen*) the wolf with (= *bei*) the goat and took the

cabbage first, the goat would be lost. So he put the goat in the boat and rowed across the river. Everything went well, for the wolf did not touch (infin. = *anrühren*) the cabbage. But when he came back and wanted to start on (infin. = *antreten*) his second journey, the same difficult question arose (infin. = *entstehen*). If I take the wolf with me, he said to himself, I shall have to leave him with the goat while I go back for (= *nach*) the cabbage, and I know very well what will happen then. If I take the cabbage, then the goat certainly will eat the cabbage, before I come back with the wolf.

VII

[Not to be answered by candidates electing the oral test.]

Schreiben sie etwa 150 Worte über das Thema.

Ein Sommertag auf dem Lande.

THIRD YEAR GERMAN.

N. B. State Where and how long you have studied German.

I

At the option of the candidate, 30% of the 100% may be counted on an oral test to be given in connection with this paper. Candidates not electing this oral test must answer question VI.

II

Translate the following passages:

a. In einem kleinen Hause, welches wohl eine Viertelstunde abseits von dem übrigen Dorfe auf der halben Berghöhe lag, wohnte mit seinem alten Vater ein junger Bauer, namens Jörg. Es gehörten zu dem Hause so viel Acker Feld, daß beide eben keine Sorgen hatten. Gleich hinter dem Hause fing der Wald an, mit Eichen und Buchen; vor ihm aber lag ein alter zerbrochener Mühlstein — wer weiß, wie der dahin gekommen war. Wer sich auf ihn setzte, der hatte eine wundervolle Aussicht hinab ins Tal, auf den Fluß, der das Tal durchströmte, und die Berge, die jenseits des Flusses aufstiegen. Hier saß der Jörg am Abend, wenn er seine Arbeit auf dem Felde getan hatte, den Kopf auf die Hände, und die Ellenbogen auf die Knie gestützt, oft stundenlang und träumte, und weil er sich wenig um die Leute im Dorf bekümmerte und meist still und in sich gefehrt einherging, wie

einer der an allerhand denkt, nannten ihn die Leute spottweise 15
Traumjörge. Dies war ihm jedoch völlig gleichgültig.

Je älter er aber ward, desto stiller wurde er; und als sein alter
Vater endlich starb, und er ihn unter einer großen alten Eiche
begraben hatte, wurde er ganz still. Wenn er dann auf dem
alten zerbrochenen Mühlsteine saß, was er jetzt noch viel häufiger 20
tat, als zuvor, und hinab in das herrliche Thal sah, wie die Abend-
nebel an dem einen Ende hereintraten und langsam an den Bergen
hinwandelten, wie es dann dunkler wurde und dunkler, bis zuletzt
der Mond und die Sterne in ihrer ganzen Herrlichkeit am Him-
mel herauszogen: dann wurde es ihm so recht wunderbar um's 25
Herz. Denn dann singen die Wellen im Fluß zu singen an,
anfangs ganz leise, bald aber deutlich vernehmbar, und sie sangen
von den Bergen, wo sie herkämen, vom Meer, wo sie hin woll-
ten, und von den Nixen, die tief unten im Grunde des Flusses
wohnten. Darauf begann auch der Wald zu rauschen, ganz an- 30
ders wie ein gewöhnlicher Wald, und erzählte die wunderbarsten
Sachen. Besonders der alte Eichbaum, der an seines Vaters
Grabe stand, der wußte noch viel mehr, wie alle die andern
Bäume. Die Sterne aber, die hoch am Himmel standen, be-
famen die größte Lust, herabzufallen in den grünen Wald und 35
in den blauen Strom, und flimmerten und zitterten, wie jemand,
der es gar nicht mehr aushalten kann.

b. Die große Haushaltung der Gräfin war seit einigen Tagen
in vielfacher Aufregung. Man besorgte ihren Tod. Und da die
Kranke von jedermann geliebt war, so ängstigten sich alle, und 40
die Nachbarn sendeten fleißig, um sich zu erkundigen, wie der
Zustand der würdigen Frau beschaffen sei.

Ihre nächste Umgebung war am meisten in Trauer. Nur in
den Augenblicken, wenn das Leben erlöschen soll, wissen die Ver-
trauten, was sie am Freunde besaßen. Seine Tugenden treten 45
uns dann erst ganz sichtbar hervor, und was oft Fehler genannt
wurde, verschwindet, oder die Einsicht erwacht, daß diese Mängel
die Grundlage der Vorzüge bildeten, oder nur die Schatten der
bewunderten Tugenden selber waren.

Der einzige Sohn war entfernt und auf einer Dienststreife be- 50
griffen. Er wußte, daß seine Mutter krank sei, er kannte sie als
eine stets Leidende, aber von ihrer nahe bevorstehenden Auflö-
sung hatte er in der Ferne nichts erfahren können, weil seine
Stellung ihm nicht gestattete, lange an einem Orte zu verweilen,

und so wußte man in diesem Augenblick nicht, in welcher Stadt 55 er sich eben aufhalten konnte. Sehnsüchtig erwartete ihn die Mutter, aber doch mit Fassung.

Ungewöhnliche Stürme hatten in diesem Frühjahr gewüthet und in vielen Gegenden großen Schaden angerichtet. Der nahe Rhein war über seine Ufer getreten und hatte Bäume, Vieh und 60 Häuser weggeschwemmt. Menschen, die sich von der Flut hatten überraschen lassen, waren verunglückt und die Wetterkundigen sagten fürchtend voraus, daß Wolfenbrüche von Neuem noch öfter die Fluren und Wälder verwüsten würden.

III

Grammatical questions based on the preceding passages for translation.

1. Give the principal parts and the third person singular present indicative of: *lag* [2], *fiug* *an* [5], *aufstiegen* [10], *starb* [18], *begraben* [19], *heraufzogen* [25], *besaßen* [45], *treten* *hervor* [45], *wusste* [51], *aufhalten* [56].
2. Give, with the definite article, the nominative and genitive singular and the nominative plural of: *Dorfe* [2], *Vater* [3], *Fluss* [9], *Herz* [26], *Wald* [30], *Stadt* [55], *Mutter* [51], *Stürme* [58], *Ufer* [60], *Menschen* [61].
3. Decline throughout the singular: *einem kleinen Hause* [1], throughout the singular and plural: *das herrliche Tal* [21], throughout the plural: *ungewöhnliche Stürme* [58], throughout the singular: *vielfacher Aufregung* [39].
4. Define and explain the position of the inflected verbs in the sentence beginning line 33 (*wusste, sei, kannte, hatte, gestattete, wusste, könnte*).
5. Explain the form *lassen* and the position of the auxiliary *hatten* in line 62.
6. Why *als* in line 17 and *wenn* in line 11? Why the change from *wusste* to *kannte* in line 51?

IV

Write to a friend a German letter of about 100 words, properly dated and signed, explaining your inability to accept his or her invitation for the summer.

V

Translate into German:

A. Do you know who lives in the little house on the other side of the river?

B. I see two houses there. If you mean the green one, I can tell you. It belongs to a young farmer who bought it from my father last year.

A. You are right. I had not noticed this second house, since its color is almost the same as that of the surrounding trees. But no, I meant the white house behind those two magnificent oak trees.

B. I have forgotten the name of the old man who lives there but if you will remind me of it to-night, I will ask grandfather who told me, I believe, that the old man served in the same regiment (*Regiment, n.*) with him during the war.

A. Splendid! I like to hear about the war, and if the two comrades (*Kamerad,-en*) have remained friends, I should like to become acquainted with this man through your grandfather. You know, how much old houses interest me, and so I wish, I could see the inside (*das Innere*).

B. I am sure, he will be glad to show you his house. I know it is one of the oldest in this part of the state.

VI

(Only for those who do not take the oral test.)

Write an exercise in German, of about 150 words, on one of the following topics: *Die Bedeutung des Panamakanals*, or *Die Wichtigkeit der deutschen Sprache* or *Die Verbreitung der englischen Sprache*.

FIRST YEAR FRENCH.

1. Inflect the following tenses:
 - a. Present Subjunctive of *faire*.
 - b. Imperfect Subjunctive of *vouloir*.
 - c. Future Indicative of *tenir*.
 - d. Past Definite of *se taire*.
 - e. Future Indicative of *mourir*.
2. Write a synopsis of all simple and compound tenses of the Indicative, Conditional and Subjunctive of:
 - a. *aller* in the 3d person plural.
 - b. *souffrir* in the 2d person plural.
 - c. *boire* in the 1st person plural.
3.
 - a. Inflect all the personal pronouns:
 - b. Give the feminine plural form of *blanc*, *faux*, *beau*, *fou*, *nouveau*, *général*, *sec*, *bleu*, *gros*.
4. Translate into French:
 - a. I will give you all the books which she gave me.
 - b. You are right in saying that it is cold today.
 - c. How many pupils are there in this class room?
 - d. If it were not so hot, I should go with you.
 - e. Which one of your sisters do you like the best?
 - f. If you have any money, give me a little of it.
 - g. Never tell her what you have done.
 - h. What books did you read in French last year?
 - i. You say that you have been in Ithaca for three days.
 - j. I wish you to come and see me next Wednesday at five o'clock.
 - k. English is spoken almost everywhere in the United States.
 - l. If I had more time, I should stay at Paris two weeks.
5. Translate:

En 1829, un jeune étranger arriva au village de Niagara dans l'intention d'y passer quelques jours. Les jours, les semaines, les mois s'écoulèrent; il s'en allait chaque matin

s'asseoir en face des cascades, dans une muette contemplation; il y retournait le soir, et de plus en plus se plongeait dans sa solitaire rêverie, dans la fascination de ces lieux.

James Abbot, tel était son nom. Du reste on ne savait ni d'où il venait, ni qui il était. Cependant on ne pouvait le voir sans être frappé de sa distinction, de sa physionomie, de la grâce de ses manières, et ceux qui avaient pu s'entretenir un instant avec lui disaient qu'il avait beaucoup voyagé et beaucoup étudié; mais ce n'était pas chose facile d'entrer en relation avec lui. Il n'avait point le sombre abord du misanthrope, mais il fuyait toutes les réunions, s'écartait des chemins fréquentés et restait seul dans sa demeure, seul sur la crête du coteau, seul sur la lisière du bois.

—HENRI DE BORNIER.

6. Pronunciation.

SECOND YEAR FRENCH.

1. Inflect the following tenses:

- a. Present Subjunctive of *vouloir*.
- b. Pluperfect Subjunctive of *venir*.
- c. Imperfect Indicative of *arranger*.
- d. Present Indicative of *appeler*.
- e. Present Indicative of *vaincre*.
- f. Past Definite of *conclure*.
- g. Past Indefinite of *mourir*.
- h. Past Definite of *naître*.
- i. Future Indicative of *courir*.

2. Illustrate in complete French sentences the use of *celui, ceci, lequel, ce qui, ce que, quoi, dont*.

3. Illustrate in complete French sentences five different uses of the Subjunctive.

4. Translate into French:

- a. If she had come sooner, she would have found me at home.
- b. I do not know which one of these two houses she has bought.
- c. However bright he may be, he will not pass the examination.

- d. What do you need now?
- e. I shall not go to see her unless I receive a letter before next Tuesday.
- f. If my father had more money, he would travel in France next summer.
- g. I am always cold when it is cold.
- h. I do not wish you to say at home all the morning.
- i. Tell us what you think, but don't tell her.
- j. If I had known that you were waiting for me, I should have come at once.
- k. Of all the countries which I have ever visited, this one pleases me the most.
- l. Do you know that French is spoken almost everywhere in Europe by cultivated people?

5. Translate:

Il y a toujours quelque chose de solennel dans un départ, même quand on se quitte pour peu de temps. Orso devait partir avec sa sœur de très bon matin, et la veille au soir il avait pris congé de miss Lydia, car il n'espérait pas qu'en sa faveur elle fit exception à ses habitudes de paresse. Leurs adieux avaient été froids et graves. Depuis leur conversation au bord de la mer, miss Lydia craignait d'avoir montré à Orso un intérêt peut-être trop vif, et Orso, de son côté, avait sur le cœur ses railleries et surtout son ton de légèreté. Un moment il avait cru démêler dans les manières de la jeune Anglaise un sentiment d'affection naissante; maintenant, déconcerté par ses plaisanteries, il se disait qu'il n'était à ses yeux qu'une simple connaissance, qui bientôt serait oubliée. Grande fut donc sa surprise lorsque le matin, assis à prendre du café avec le colonel, il vit entrer miss Lydia suivie de sa sœur. Elle s'était levée à cinq heures, et, pour une Anglaise, pour miss Nevil surtout, l'effort était assez grand pour qu'il entirât quelque vanité.

—Je suis désolé que vous vous soyez dérangée si matin, dit Orso. C'est ma sœur sans doute qui vous aura réveillée malgré mes recommandations, et vous devez bien nous maudire. Vous me souhaitez déjà *pendu* peut-être?

—Non, dit miss Lydia fort bas et en italien, évidemment pour que son père ne l'entendît pas. Mais vous m'avez boudée hier pour mes innocentes plaisanteries, et je ne

voulais pas vous laisser emporter un souvenir mauvais de votre servante. Quelles terribles gens vous êtes, vous autres Corses! Adieu donc; à bientôt, j'espère.

Et elle lui tendit la main. —MÉRIMÉE: *Colomba*.

6. Pronunciation.

THIRD YEAR FRENCH.

1. Translate:

1. Don't say any thing to him about what you did yesterday.

2. I wish you to go with me to buy some books for my sister.

3. What beautiful flowers! How much did you pay for them? Which were the most expensive?

4. Who are those gentlemen seated under the tree on the other side of the street?

5. If I knew what I ought to do, I should do it.

6. Although it is raining, he said he would take a walk at half-past ten.

7. We have been studying French at school for three years, but it is very hard to learn to speak French in the United States where every one speaks English.

8. Is there some one here who knows Mr. Blanc? No sir, no one.

9. It is important that she should leave before her sister comes.

10. If he needs any more money, give him some.

11. I gave him the books he needed in order that he might study his lesson.

12. If I had found you at home, I should have given you what I owe you.

2. Translate:

Do you know that part of France which has been called its garden? That country where one breathes a pure air in verdant plains watered by a large river? If you have traversed the beautiful Touraine in the summer months, you will have long followed with delight the peaceful Loire, you will have regretted not being able to determine between the two banks, the one where you would choose your dwelling-

place. Everything recalls the fertility of the earth or the antiquity of its monuments, and everything is of interest in the work of its industrious inhabitants.

3. Write the following sentences correctly in French:

1. Voilà tout ce qui j'en sais.
2. J'ai été ici depuis trois jours.
3. Où sont les blanches fleurs que vous vous avez acheté?
4. C'est le garçon plus intelligent que je connais.
5. Quel des livres que vous avez lu est le plus intéressant?
6. Ma mère est plus âgé que votre?

4. Write a synopsis in all simple and compound tenses of the Indicative, Conditional and Subjunctive of:

1. *voir* in 3d person singular.
2. *manger* in 1st person plural.
3. *mourir* in 3d person plural.
4. *vaincre* in 1st person singular.
5. *vouloir* in 2d person plural.

5. Translate:

Vous est-il quelquefois arrivé dans la rue, préoccupé d'un absent dont la pensée vous tient au cœur, d'être averti de sa rencontre par celle de quelques personnes qui lui ressemblent vaguement, images préparatoires, esquisses du type près de surgir tout à l'heure, et qui sortent pour vous de la foule comme des appels successifs à votre attention surexcitée? Ce sont là des impressions magnétiques et nerveuses dont il ne faut pas trop sourire, parce qu'elles constituent une faculté de souffrance. Déjà, dans le flot remuant et toujours renouvelé des visiteurs, Félicia avait cru reconnaître à plusieurs reprises la tête bouclée de Paul de Géry quand tout à coup elle poussa un cri de joie. Ce n'était pas encore lui pourtant, mais quelqu'un qui lui ressemblait beaucoup, dont la physionomie régulière et paisible se mêlait toujours maintenant dans son esprit à celle de l'ami Paul par l'effet d'une ressemblance plus morale que physique et l'autorité douce qu'ils exerçaient tous deux sur sa pensée.

—ALPHONSE DAUDET.

Give the principal parts of all the irregular verbs in the preceding selection.

6. Translate:

Il y avait une grande querelle dans Babylone qui durait depuis quinze cents années, et qui partageait l'empire en deux sectes opiniâtres: l'une prétendait qu'il ne fallait jamais entrer dans le temple de Mithra que du pied gauche; l'autre avait cette coutume en ebomination, et n'entrait jamais que du pied droit. On attendait le jour de la fête solennelle du feu sacré pour savoir quelle secte serait favorisée par Zadig. L'univers avait les yeux sur ses deux pieds, et toute la ville était en agitation et en suspens. Zadig entra dans le temple en cautant à pieds joints, et il prouva ensuite par un discours éloquent que le Dieu du ciel et de la terre, qui n'a acception de personne, ne fait pas plus de cas de la jambe gauche que de la jambe droite.

Zadig—VOLTAIRE.

7. Pronunciation.

FIRST YEAR SPANISH.

I

1. Pronunciation.
2. Dictation.

II

1. Name the interrogative pronouns. Explain their use and give examples.

2. Write the feminine of: *blanco, difícil, verde, joven, español, burlón, traïdor, mejor*.

3. Write the plural of: *el frac, el rey, el café, el alcalde, el carácter, la pared, la lección, la imagen*.

4. Give rules for the use of the written accent in Spanish. Illustrate by examples.

5. (a) Give a synopsis in the first person singular of *acostarse*; in the first person plural of *sentir*; in the third person singular of *dormir*.

(b) Conjugate in full:

Present Indicative of *saber*.

Imperfect Indicative of *venir*.

Preterit of *poner*.

Present Subjunctive of *traer*.

Imperfect Subjunctive of *poder*.

III

Translate:

1. On what page does the lesson begin today?
2. What time is it? It is a quarter to twelve.
3. Traveling in Spain is not so easy as in some other countries.
4. How old will you be next Christmas? I shall be about nineteen.
5. That is the best book I have ever read. I finished it last Sunday.
6. He sent me to her to show her the book.
7. I am hungry and thirsty and I am far from home.
8. We all have a right hand and a left hand. The former is more useful than the latter.
9. It is probable that there may be many of our friends there.
10. Give it to me now and I can give it to him when I see him.

IV

Translate:

1. Usted no tiene razón.
2. El rey mismo me lo dijo.
3. Habrá llegado mi tío.
4. ¿Es muy rico? Mucho.
5. ¿Le gusta á V. mi niño?
6. Se los dió la carta.
7. Soy yo quien lo dije.
8. La de los cabellos negros.
9. ¡Cuánto me gusta comer bien!
10. ¿Qué tal?

V

Translate:

—¡Perdón! ¡perdón, señora! ¡Yo soy un insensato, un monstruo, un hombre sin educación, que no sabe explicarse!
. . . Mi ánimo no ha sido ofender á V. ni á Angustias . . .

Lo que he querido advertir á V. lealmente, es que yo haría muy desgraciada á esa hermosa joven, modelo de virtudes, si llegase á casarme con ella; que yo no he nacido para amar ni para que me amen, ni para vivir acompañado, ni para tener hijos, ni para nada que sea dulce, tierno y afectuoso . . . Yo soy independiente como un salvaje, como una fiera, y el yuga del matrimonio me humillaría, me desesperaría, me haría dar botes que llegaran al cielo.—Por lo demás, ni ella me quiere, ni yo la merezco, ni hay para qué hablar de este asunto.—En cambio, ¡hágame V. el favor de creer, por esta primera lágrima que derramo desde que soy hombre, y por estos primeros besos de mis labios, que todo lo que yo pueda agenciar en el mundo, y mis cuidados, y mi vigilancia, y mi sangre, serán para Angustias, á quien estimo, y quiero, y amo, y debo la vida . . ., y hasta quizá el alma!—Lo juro por esta santa medalla que mi madre llevó siempre al cuello.

ALARCÓN: EL CAPITÁN VENENO

VI

Consolación, que había visto igualmente al soldado, estaba más pálida que nunca, muda é inmóvil; sus espantados ojos se salían de sus órbitas; su respiración estaba parada y sus entreabiertos labios convulsos.

—¡Madre! exclamó el soldado arrojándose con los brazos abiertos hacia ella.

Consolación cayó en ellos sin proferir palabra é inclinó su cabeza sobre el pecho de su hijo.

—¡Sebastián! gritó con alborozo la vecina, ¿por qué no has avisado tu llegada?

—¡Si llegué ayer! contestó el soldado.

—Tus padres te creían muerto en el sitio de Bilbao.

—Poco faltó, contestó el artillero; hasta en la lista de los muertos me pusieron.

—¡Ay Sebastián, qué de lágrimas ha derramado tu madre!

—Pues ya no derramará más, repuso el artillero. Ya cumplo pronto, madre, y me vais á tener cosido á vuestras faldas mientras viva.

Pero Consolación no se movía.

¡Madre! ¡Madre! dijo Sebastián incorporándose con fuerza. La cabeza de su madre cayó hacia atrás cuando le faltó el punto de apoyo que le prestaba el pecho de su hijo.

— ¡Ha muerto! ¡ha muerto!

Esta frase fué repetida de boca en boca en el círculo de curiosos que la referida escena había reunido en aquel concurrido paraje.

— ¡Dios me valga!... ¡que espiró! gritó desolada y sosteniendo el cadáver la buena vecina.

— ¡Dios mío! un instante de gozo ha podido lo que no pudieron seis años de nunca visto padecer. ¡Bien lo decía ella! El dolor es una agonía sin muerte.

— FERNÁN CABALLERO.

SECOND YEAR SPANISH.

I

1. Pronunciation.
2. Dictation.

II

Translate:

1. I do not think that we can say that we do not know this.
2. He came to my house and asked me if I were ill.
3. It is fine weather now, but the past week it was cold.
4. Who is that gentleman with the large black hat? It is Mr. M., a famous Madrid painter.
5. This translation has as many mistakes as the other.
6. Miguel de Cervantes, who was one of the most celebrated men in Spain, lived in the XVI century.
7. I give it to him; I give it to her; I give it to you. He promised them to him; he promised them to them (*m*).
8. Some friends of his have told it to him, but he does not wish to believe it.
9. Who is knocking at the door? Which is my hat?
10. This dictionary would be good, if it did not have so many mistakes.
11. We have never known the true cause of his misfortune.

III

Translate:

I have seen my brother, and I have told him that your father wishes to speak to him. Today my brother has much to do, and thinks that he will not be able to go to see him; but tomorrow at three o'clock he will be there, and if it is necessary, he can come again the following day at nine. But I believe that in two or three hours they can do all they wish to do, because he has already studied the matter with great care, and it seems to him not as difficult as he had supposed.

IV

1. How do the two imperfect subjunctive forms *hablase* and *hablara* differ?

2. When must the present subjunctive be used in an imperative sense?

3. Give the personal pronouns. Which are those that can be used only as subjects?

4. With what forms are the objective pronouns attached to the verb. Illustrate by examples?

5. Under what circumstances are *ciento*, *grande*, and *primero* shortened? What forms do they then have?

V

Conjugate the present subjunctive of: (1) *sentir* and *pedir*; (2) the preterit of *conducir*; (3) the future indicative of *venir*; (4) the imperfect subjunctive of *ir*; (5) the imperative of *venir*; (6) the imperfect indicative of *ver*; (7) the future subjunctive of *querer*; (8) the preterit of *tener*; (9) the present subjunctive of *saber*; (10) the preterit of *haber*; (11) both imperfect subjunctives of *andar*; (12) the present subjunctive of *volver*.

VI

Translate:

Después que se dan algunas vueltas por el mundo y hemos adquirido cierto conocimiento de los hombres y cierta amarga experiencia de las cosas, siente el ánimo algo como el viajero que se encuentra de repente con la noticia de que ha perdido el camino.

Éste suele ser el momento decisivo en nuestra vida; el horizonte se oscurece delante de nuestras miradas, el paisaje que nos sonreía se desvanece, y entonces ¡qué desencanto!

El mundo es ciertamente un bello panorama; ¿porqué hemos de negarlo? No hay capricho de la fantasía cuya realidad no nos ofrezca, más temprano ó más tarde. El mundo posee una vara mágica que presenta á nuestros ojos todo lo que sueñan nuestros deseos: fama, poder, sabiduría, fortuna; no hay más que tender el brazo y cogerlos.

Pero llegamos, tendemos la mano, y cogemos el fruto. El mundo al fin nos ha cumplido su promesa. Mas ¿porqué hemos de engañarnos? ¡Qué fugitivo, qué incierto, qué frágil, qué loco es todo ello!

Fama, ¡curiosa maravilla! Atraerse la curiosidad de unos, la admiración de otros y la espectación de todos, es el placer supremo. Mas la inconstante humanidad nos vuelve la espalda al día siguiente, porque no es posible detenerla.

Poder, ¡qué gran palabra! ¡Cuántas humillaciones para conseguirlo! ¡cuántas debilidades para conservarlo! Y luego, cuando acaba, no hay soledad semejante á la que acompaña á los poderes caídos.

Sabiduría: ¡qué noble locura! Viene á ser poco más ó menos la tarea de desaguar el océano. ¿Qué sabemos? Después que el hombre llega á los últimos términos de los conocimientos humanos, la luz de su ciencia vacila como la llama que empieza á apagarse; el rayo de su inteligencia se rompe en las sombras de la eternidad, como hoja de acero que quiere penetrar en muro de bronce.

Pero la fortuna llama á nuestras puertas con sus dedos de oro. Todo se inclina ante el resplandor de nuestra opulencia. Nada se resiste al prestigio de sus encantos. Y cuando, en el fondo de nuestro pensamiento, buscamos la realidad de todo lo que es nuestro, vemos que su verdadero valor es cero, nada.—(Selgas).

Translate:

Muy rápida, vertiginosa fué en realidad la carrera política de Lincoln. Acaso en los Estados Unidos solamente sea posible concebir otra tan grande y en tan breve espacio de tiempo realizada. Antes de 1858 era un personaje oscuro, absolutamente desconocido de la inmensa mayoría de sus

compatriotas, más allá de un estrecho círculo; en ese año fué candidato de uno de los dos grandes partidos, en que estaban afiliados los ciudadanos del estado de Illinois, para la senaduría de la república; luchó con la mayor actividad, desplegó en la campaña suma extraordinaria de elocuencia, sagacidad y energía; pero quedó derrotado. Sin embargo, por medio precisamente de esa campaña, desgraciada en cuanto al resultado inmediato, hizo resonar su nombre por todo el país, y á los dos años obtuvo el favor más grande de que podían disponer sus compatriotas, la primera magistratura de la nación.

Si á muchos pareció cosa estupenda, inexplicable, que ganase tan alto premio, se sentase en el elevado puesto y empuñase las riendas en tan crítica y formidable coyuntura, una persona de tan triste figura, de tan extraños antecedentes y con todos los hábitos y maneras del hombre rudo del lejano Oeste, del *Far West*, cuánto más raro y asombroso no debió haber sido para esos mismos el triunfo colosal que mereció al término de los cuatro años de su presidencia.

Enrique Piñeyro: *Hombres y glorias de América.*

THIRD YEAR SPANISH.

I

1. Pronunciation.
2. Dictation.

II

1. Write in Spanish a letter to a friend, (about 100 words).
2. Write in Spanish a brief résumé of some modern Spanish play or novel.

III

Translate into Spanish:

Gil Blas received the three ducats¹ as gladly as if he had got the best² of the bargain³; he was well satisfied with what the horse dealer⁴ had given him for an animal that had so many defects. "Well," said the landlord⁵ as soon as they

¹ ducat—*ducado*

² got the best—*llevar ventaja*

³ bargain—*trato*

⁴ horse dealer—*chalán*

⁵ landlord—*mesonero*

had left the horse dealer; "thanks to me, you have got rid of your mule quite advantageously. Now I am going to take you to the house of a muleteer⁶ who is to leave for Astorga to-morrow morning, and in whose company you are going to travel."

IV

Translate:

El sol caía á plomo sobre la ancha carretera, uno de esos caminos oficiales de Castilla en cuyas lindes busca inútilmente el viajero un árbol que le preste sombra ó un arroyo donde calmar su sed. Campos agostados, planicies incultas, áridos y desiguales montículos, mucha luz en el cielo y poca alegría en la tierra; hé aquí el espectáculo ofrecido por aquella naturaleza sedienta, amodorrada, codiciosa de aire y de frescura, en la que el silencio hubiera reinado en absoluto á no ser por alguna que otra banda de codornices, las cuales, alzándose de entre los rastros, cruzábanlos presurosamente con un rumor no interrumpido de gritos salvajes y de vigorosos aleteos, levantando una nube de polvo, que se transformaba en lluvia de oro al caer herida por los rayos del sol.

—JOAQUIN DICENTA.

V

Translate:

Volverán las obscuras golondrinas
 En tu balcón sus nidos á colgar,
 Y, otra vez, con el ala á sus cristales
 Jugando llamarán.
 Pero aquéllas que el vuelo refrenaban
 Tu hermosura y mi dicha á contemplar,
 Aquéllas que aprendieron nuestros nombres . . .
 Ésas . . . ¡no volverán!
 Volverán las tupidas madreselvas
 De tu jardín las tapias á escalar,
 Y otra vez á la tarde, aun más hermosas,
 Sus flores se abrirán;
 Pero aquéllas, cuajadas de rocío,
 Cuyas gotas mirábamos temblar

⁶ muleteer—*arriero*

Y caer, como lágrimas del día . . .
 Ésas . . . ¡no volverán!
 Volverán del amor en tus oídos
 Las palabras ardientes á sonar;
 Tu corazón de su profundo sueño
 Tal vez despertará;
 Pero mudo y absorto y de rodillas,
 Como se adora á Dios ante su altar,
 Como yo te he querido . . . desengáñate,
 ¡Así no te querrán!—BÉCQUER:—*Rimas*.

VI

Translate:

Las tabernas estaban, como siempre á tal hora, atestadas de gente: por sus puertas abiertas se escapaba la luz y rumor confuso y desagradable de voces y juramentos: nuestros amigos se alejaban de ellas cuanto podían para no ser notados. El pobre José iba temblando de miedo: él, tan sereno y tan bravo ante los golpes de mar, sentía encogersele el corazón y doblársele las piernas al imaginar cómo se pondría la maestra viéndose burlada. Más de veinte veces estuvo para huir, dejar que aquellos señores desempeñasen su tarea solos; pero siempre le detenía la idea de que Elisa iba á necesitar de su presencia para animarse. ¿Cómo estaría la pobrecilla en aquel momento? Al preguntarse esto José tomaba fuerzas y seguía caminando quedo en pos de los tres ancianos.

—VALDÉS—*José*.

VII

1. Give a synopsis in the second person singular of all irregular verbs in Section VI.
2. Name and explain the uses of the disjunctive pronouns in Spanish.

FIRST YEAR ITALIAN.

1. Give the principal parts and the preterite, the conditional, the perfect indicative of the following verbs: *uscire, stare, vedere, andare, volere, tenere.*

2. Translate into Italian:

I told my brother that you wished to see him. When the month begins, it is called the first of the month; the second day is called the second of the month, the third, the third, and so on until the thirtieth or thirty-first. It is now twelve o'clock. Victor Alfieri was born January 17, 1749, of a noble family, and was himself a count. He should have known how to study, but it was only at the age of twenty-seven that he noticed his ignorance, and was ashamed of himself.

3. Translate:

Renzo adunque, appena furono in istrada, cominciò a girar gli occhi in qua e in là, a sporgersi con la persona, a destra e a sinistra, a tender gli orecchi. Non c'era però concorso straordinario; e benchè sul viso di più d'un passeggero si potesse legger facilmente un certo non so che di sedizioso, pure ognuno andava dritto per la sua strada; e sedizione propriamente detta, non c'era.

"Giudizio, giudizio!" gli susurrava il notaio dietro le spalle: "il vostro onore; l'onore, figliuolo." Ma quando Renzo, badando attentamente a tre che venivano con visi accesi, sentì che parlavan d'un forno, di farina nascosta, di giustizia, cominciò anche a far loro dei cenni col viso, e a tossire in quel modo che indica tutt' altro che un raffreddore. Quelli guardarono più attentamente la comitiva, e si fermarono; con loro si fermarono altri che arrivavano; altri, che gli eran passati davanti, voltatisi al bisbiglio, tornavano, indietro, e facevan coda.

"Badate a voi; giudizio, figliuolo; peggio per voi vedete; non guastate i fatti vostri; l'onore, la riputazione, "continuava a susurrare il notaio. Renzo faceva peggio. I birri, dopo essersi consultati con l'occhio, pensando di far bene (ognuno è soggetto a sbagliare), gli diedero una stretta di manchini. "Ahi! ahi! ahi!" grida il tormentato: al grido la gente s'affolla intorno; n'accorre da ogni parte della strada: la comitiva si trova incagliata. "E un malvivente," bis-

bigliava il notaio a quelli che gli erano a ridosso: "è un ladro colto sul fatto. Si ritirino; lascin passar la giustizia." Ma Renzo, visto il bel momento, visti i birri diventar bianchi, o almeno pallidi, se non m'aiuto ora, penso, mio danno. E subito alzò la voce: "figliuoli! mi menano in prigione, perchè ieri ho gridato: pane e giustizia. Non ho fatto nulla; son galantuomo: aiutatemi, non m'abbandonate, figliuoli!"

Un mormorio favorevole, voci più chiare di protezione s'alzano in risposta: i birri sul principio comandano, poi chiedono, poi pregono i più vicini, d'andarsene, e di far largo: la folla in vece incalza e pigia sempre più. Quelli, vista la mala parata, lascian andare i manchini, e non si curan più d'altro che di perdersi nella folla, per uscirne inosservati.

SECOND YEAR ITALIAN.

I

Translate into English:

I. Primo d'aprile! Tre soli mesi ancora. Questa è stata una delle più belle mattinate dell'anno. Io ero contento, nella scuola, perchè Coretti m'aveva detto d'andar dopo domani a veder arrivare il Re, insieme con suo padre *che lo conosce*; e perchè mia madre m'avea promesso di condurmi lo stesso giorno a visitar l'Asilo infantile di Corso Valdocco. Anche ero contento perchè il "muratorino" sta meglio, e perchè ieri sera, passando, il maestro disse a mio padre:—Va bene, va bene.—E poi era una bella mattinata di primavera. Dalle finestre della scuola si vedeva il cielo azzurro, gli alberi del giardino tutti coperti di germogli, e le finestre delle case spalancate, colle cassette e i vasi già verdeggianti. Il maestro non rideva, perchè non ride mai, ma era di buon umore, tanto che non gli appariva quasi più quella ruga diritta in mezzo alla fronte; e spiegava un problema sulla lavagna, celiando. E si vedeva che provava piacere a respirar l'aria del giardino che veniva per le finestre aperte, piena d'un buon odor fresco di terra e di foglie, che faceva pensare alle passeggiate in compagna. Mentre egli spiegava, si sentiva in una strada vicina un fabbro ferraio che batteva sull'incudine e nella casa di faccia una donna che cantava

per addormentare il bambino: lontano, nella caserma della Cernaia, sonavano le trombe. Tutti parevano contenti, persino Stardi. A un certo momento il fabbro si mise a picchiar più forte, la donna, a cantar più alto. Il maestro s' interruppe e prestò l'orecchio. Poi disse lentamente, guardando per la finestra:—Il cielo che sorride, una madre che canta, un galantuomo che lavora, dei ragazzi che studiano ecco . . . delle cose belle. —Quando uscimmo dalla classe, vedemmo che anche tutti gli altri erano allegri; tutti camminavano in fila pestando i piedi forte e canticchiando, come alla vigilia d'una vacanza di quattro giorni; le maestre scherzavano; quella della penna rossa saltellava dietro i suoi bimbi come una scolaretta; i parenti dei ragazzi scorrevano fra loro ridendo, e la madre di Crossi, l'erbaiola, ci aveva nelle ceste tanti mazzi di violette, che empivano di profumo tutto il camerone. Io non sentii mai tanta contentezza come questa mattina a veder mia madre che mi aspettava nella strada. E glielo dissi andandole incontro:—Sono contento: cos' è mai che mi fa così contento questa mattina?—E mia madre mi rispose sorridendo che era la bella stagione e la buona coscienza.

—AMICIS-*Cuore*.

II

INVIDIA

O di superbia figlia
D'ogni vizio radice
Nemica di te stessa, Invidia rea,
Tu gli animi consumi,
Come ruggine il ferro;
Tu l'edera somigli,
Distruggendo i sostegni a cui t'appigli.
—METASTASIO, *Morte d' Abel*.

III

A SE STESSO

Or poserai per sempre,
Stanco mio cor. Perì l' inganno estremo,
Ch' eterno io mi credei. Perì. Ben sento,

In noi di cari inganni,
 Non che la speme, il desiderio è spento.
 Posa per sempre. Assai
 Palpitasti. Non val cosa nessuna
 I moti tuoi, nè di sospiri è degna
 La terra. Amaro e noia
 La vita, altro mai nulla; e fango è il mondo.
 T'acqueta omai. Dispera
 L'ultima volta. Al gener nostro il fato
 Non donò che il morire. Omai disprezza
 Te, la natura, il brutto
 Poder che, ascoso, a comun danno impera,
 È l' infinita vanità del tutto.

—LEOPARDI. *Poesie.*

II

Translate into Italian:

1. Look at that tree. 2. The leaves of those trees are green. 3. That mirror is broken. 4. Do not eat these pears, they are bad. 5. I bought a beautiful book. 6. There are two boys in the garden. 7. These flowers are very beautiful. 8. Who brought this letter? 9. With whom did you speak? 10. This house is too small for us. 11. There were too many dogs here. 12. Did anybody come? 13. I see nobody. 14. I saw nothing. 15. I want something else. 16. Any one can do this work. 17. I slept only three hours. 18. How old is this child? 19. The train is half an hour late. 20. It is late. 21. It is a quarter to seven. 22. It is fine today. 23. Go away. 24. We shall do it to-morrow. 25. Goodbye.

ANCIENT HISTORY.

Preparation. (Answer all).

1. Where have you studied this subject?
2. How long have you studied it?
3. What textbook or textbooks did you use?
4. What other books about any portion of this period have you read?

I. *Oriental History* (Answer 1 or 2).

1. What do you know about Babylonian or Egyptian industries, science and religion?
2. What do you know about Nineveh, Nebuchadnezzar, the Philistines, the Phœnicians and Crœsus?

II. *Greek History* (Answer two questions).

1. How do you account for the colonial expansion of Greece? In what portions of the Mediterranean world were Greek colonies established? Name three important colonies, locate them, and name the mother city of each of them.
2. How do you account for the Persian invasions of Greece, for their failure, for the establishment of the Athenian Empire, and for its destruction?
3. In what respects was life at Athens different from life at Sparta?

III. *Greek History* (Answer two questions).

1. When, why and with what results did the Carthaginians attack the Greeks in Sicily? When, why and with what results did the Athenians invade Sicily?
2. How did Philip become master of Greece? Why did Alexander invade Asia? What did he accomplish in India? What were his plans for the government of his empire?
3. What do you know about Delphi and Olympia?
4. What do you know about Homer, Socrates, the Parthenon, Greek theatres, and Alexandria?

IV. *Roman History* (Answer two questions).

1. How did the Romans get control of Italy? To what extent did the Italian communities lose and to what extent did they retain their independence? When and how did they acquire Roman citizenship?
2. How do you account for Hannibal's invasion of Italy, for his failure, for the destruction of Carthage, and for the Roman annexation of Greece?
3. In what respects did the characteristics, aims and achievements of Cæsar differ from those of Cicero?

V. *Roman History* (Answer two questions).

1. How did Augustus become master of the Roman Empire? What were his powers as *princeps*? What reforms did he introduce in the administration of the city of Rome and the provinces?

2. In what way did the authority of Trajan differ from that of Augustus? In what directions and with what results did Trajan extend the frontier of the Empire? What do you know about the literature and the art of his time?

3. What do you know about Virgil, Livy, the Colosseum, Pompeii and Marcus Aurelius?

VI. *Roman History* (Answer 1 or 2).

1. How and when did Diocletian become emperor? What changes did he make in the government of the Empire? Why did Constantine remove the seat of government to Byzantium?

2. What do you know about the Visigoths, the Vandals, the Huns and the Franks?

N.B. If you are trying for only a half unit of credit, answer any *five* questions in Greek History, or any *five* questions in Roman History, excluding VI, 2.

MEDIEVAL AND MODERN HISTORY.

1. Where have you studied this subject?
2. How long?
3. What textbook or textbooks did you use?
4. What else have you read on this subject or on any portion of it?

Group I (answer two questions).

1. What was feudalism? Tell what you can about its rise, its usages, the causes of its decline.

2. What was meant by "the Latin Church?" Over what lands, in the Middle Ages, did its authority extend? Where did it chiefly differ from the Greek Church?

3. Name the dynasties which successively occupied the throne of the Holy Roman Empire, telling how each came to this dignity.

Group II (answer two questions).

1. Describe the great Councils of the fifteenth century, telling how and where each was convened, and what each accomplished.

2. Who was Arnold of Brescia? Cola di Rienzi? Thomas Aquinas? Marco Polo? Savonarola?

3. Why, when, and how did the Dutch establish their independence?

Group III (answer 1 or 2).

1. Where was Tuscany? Where the Low Countries? Name (locating them on the map) the cities in Tuscany and in the Low Countries which rose to importance during the Middle Ages, adding any reason for the importance of each.

2. Show on the map the growth of the Kingdom of Italy in the 19th century. Name each accession, and tell approximately when it became part of the Kingdom.

Group IV (answer three questions).

1. What, in your opinion, were the principal causes of the Thirty Years' War? What results did it have upon the political unity of Germany?

2. What wars did Louis XIV carry on? Give briefly the results of each for the various states of Europe.

3. State the importance of Frederick the Great for Prussia in respect to (a) the acquisition of territory; (b) reforms in government and administration; (c) the industrial life of Prussia; (d) religion in Prussia.

4. Define or describe the following and state the importance of each: the Committee of Public Safety; the 9th Thermidor; the Battle of the Nile; the Coup d'état of 18th Brumaire; the Peace of Amiens; the Continental System; the Battles of Austerlitz, of Jena, of Friedland, of Waterloo.

Group V (answer 1 or 2).

1. What changes in the form of the French government have taken place from the restoration of Louis XVIII to the present?

2. State the principal events in the creation of the German Empire from 1863 to 1871. Who was the principal agent in the work?

AMERICAN HISTORY AND CIVICS.

How many weeks and for how many hours of recitation a week have you studied American History and Civics? What textbooks did you use? What other standard works on American History do you know? Describe one of the latter in some detail. Are you seeking a unit or a half unit of credit?

Part I. American History

Map question. This question is to be taken by all.

Locate on the map (by a point numbered or named) the following cities: Detroit, Nashville, Columbia, S. C., Duluth, Cincinnati, Cleveland, Louisville, Ky., Mobile, Portland, Oregon, Wilmington, N. C.

Indicate on the map latitude $36^{\circ} 30'$, and explain briefly, on the space below the map, what it had to do with the Missouri Compromise.

Indicate by slight shadings and a border line the territory acquired from France in 1803, known as the Louisiana Purchase.

Draw a border line around the region known as the Northwest Territory in 1787.

Draw a border line around the region acquired from Mexico by the treaty of 1848.

Write in the names of all the States west of the Mississippi River.

Write on two questions in the following group:

1. Discuss the controversy (1776-1784) over the claims of the States to the western lands. What position did Maryland take in this matter and why? What are the more notable provisions of the Northwest Ordinance of 1787?

2. What forms did opposition to the Stamp Act take? Give a full account of the Stamp Act Congress, membership, procedure, significance, etc.

3. Give an account of the domestic and international difficulties that beset the United States after the Revolution and prior to the formation of the present Constitution. Discuss briefly Shay's Rebellion and show what phase of the general situation it reflects.

Write on two questions in the following group:

1. Describe the organization of the new Federal Government in 1789. Whom did Washington appoint as Cabinet officers? What legislation was enacted in the First Congress as to the tariff, as to the courts, and as to other matters?

2. What were the differences in point of view that led to the formation of the Federalist and Republican parties about 1792-1794? Illustrate by the divergent views regarding a national bank.

3. Mention the leading characteristics of the Jacksonian Period, with reference to political life, economic development, and social reforms.

4. What was the difference between Douglas and the Pro-Slavery leaders that led to the disruption of the Democratic Party at Charleston in 1860?

Write on one question in this group:

1. Discuss the successive campaigns against Richmond (1861-1865), taking them up in chronological order. Name the Union commander in each case and name the decisive battle of each campaign.

2. What were the essential differences between the Congressional and the Johnson plans for reconstructing the South.

3. What was the Granger movement? the Greenback Party? the Whiskey Ring? the Liberal Republican Party?

Part II. Civics

Write on two of the questions:

1. In whom is the treaty-making power of the United States vested? What is to be done when State legislation conflicts with the terms of a treaty between the United States and a foreign power?

2. Why was it necessary to amend the Federal Constitution relative to an income tax? What has been done in the past year toward creating a Federal income tax?

3. For what measures did the Progressive Party stand in the campaign of 1912? Discuss them briefly.

4. What has been done in the last year in regard to providing for direct election of United State Senators? What is the change expected to accomplish?

ENGLISH HISTORY.

Group I

(Answer one question)

1. Indicate on the map the territories in the possession of Henry II. Locate Whitby, Canterbury, London, Bristol, Oxford.

2. Indicate on the map the possessions of England in France as established by the treaty of Bretigny; and locate Crécy, Calais, Orleans, Rouen, and Poitiers.

Group II

(Answer one question)

1. What invasions of Britain took place between 55 B. C. and 1065 A.D.? Describe the course and results of one of these invasions.

2. Explain the significance of the following men and events in the development of Christianity in Anglo-Saxon Britain:

- a. Augustine.
- b. Council of Whitby.
- c. Theodore of Tarsus.
- d. Dunstan.

Group III

(Answer two questions)

1. Give an account of the reign of John, or of Edward I.
2. Describe the constitutional and legal reforms of Henry II.
3. Tell what you can about the following:
 - a. Black Death.
 - b. John Wycliffe.
 - c. Peasants' Revolt.
 - d. Edward II.

Group IV

(Answer two questions)

1. Explain the relations between James I and parliament.
2. What were the causes and results of the revolution of 1688?
3. Give an account of the rivalry between England and Spain during the reign of Elizabeth.

Group V

(Answer two questions)

1. Outline the public career of Sir Robert Walpole, or of William Pitt (Lord Chatham).
2. Name five prominent English statesmen of the nineteenth century. Tell what you can about the life of one of them, and mention one event of importance in the public careers of each of the other four.
3. What were the results of the industrial revolution?

ELEMENTARY ALGEBRA.

1. Find the H. C. F. of:

$$x^4 - y^4$$

$$x^3 - xy^2 + x^2y - y^3$$

$$\text{and } x^4 + 2x^2y^2 - 3y^4$$

2. Solve the following set of equations:

$$\begin{aligned}x + y &= -1 \\x + 3y + 2z &= -4 \\x - y + 4z &= 5\end{aligned}$$

3. Expand and simplify:

$$(2x^3 - \frac{1}{x})^7$$

4. An automobile goes 80 miles and back in nine hours. The rate of speed returning was four miles per hour faster than the rate going. Find the rate each way.

5. Simplify:

$$\frac{\left(\frac{x+1}{x-1}\right)^2 - 2 + \left(\frac{x-1}{x+1}\right)^2}{\left(\frac{x+1}{x-1}\right)^2 - \left(\frac{x-1}{x+1}\right)^2}$$

6. Solve for x:

$$\frac{2x+3}{x-1} - 6 = \frac{5}{x^2+2x-3}$$

7. A, B, and C, all working together, can do a piece of work in $2\frac{2}{3}$ days. A works twice as fast as C, and A and C together could do the work in four days. How long would it take each one of the three to do the work alone?

INTERMEDIATE ALGEBRA.

1. Solve the following set of equations:

$$\begin{aligned}x + y &= -1 \\2z + 5w &= 1 \\x + 3y + 2z &= -4 \\x - y + 4z + 4w &= 5\end{aligned}$$

2. Simplify:

(a) $\sqrt{6 - \sqrt{20}}$

(b) $\frac{1 + \sqrt{x^2 + 1}}{1 + \sqrt{x^2 + 1} + x^2}$

3. Find, and simplify, the 23d term in the expansion of

$$\left(\frac{2x^2}{3} - \frac{3}{4}\right)^{28}$$

4. The weight of an object varies directly as its distance from the center of the earth when it is below the earth's surface, and inversely as the square of its distance from the center when it is above the surface. If an object weighs 10 lbs. at the surface; how far above, and how far below the surface will it weigh 9 lbs? (The radius of the earth may be taken at 4000 miles.)

5. Solve the following pair of equations for x and y :

$$\begin{aligned} x^2 + y^2 &= 4 \\ x &= \left(1 + \sqrt{2}\right) y - 2 \end{aligned}$$

6. Find the value of:

$$\frac{1 + 8^{-\frac{x}{3}}}{(8x)^{\frac{1}{3}} + 10^{x-2}}$$

when $x = 2$.

7. From a square of paste-board, 12 in. on a side, square corners are cut, and the sides are turned up to form a rectangular box. If the squares cut out from the corners had been one inch larger on a side, the volume of the box would have been increased 28 cu. in. What is the size of the square corners cut out? (See the figure on the blackboard.)

ADVANCED ALGEBRA.

1. State the relations between the roots of an equation of the third degree and its coefficients; and solve the equation

$$18x^3 + 27x^2 - 41x + 10 = 0,$$

one root of which is double another root.

2. Find all the roots of the equation $x^3 + 8 = 0$, and show how they are represented graphically.

3. The area of a rectangle is 12 sq. ft. If one side is doubled and the other side halved, the diagonal is then $2\sqrt{10}$ ft. Find the lengths of the sides.

4. The square of the time of a complete revolution (period) of a planet about the sun varies as the cube of its distance from the sun. What would be the period of a planet

whose distance from the sun is four times the distance of the earth from the sun?

5. Simplify

$$\left(\frac{\frac{1}{1 + \frac{1}{1 - x^2}}}{\frac{1}{1 - x^2}} \right) \left(\frac{\sqrt{1 - x^2} + \frac{x^2}{\sqrt{1 - x^2}}}{1 - x^2} \right)$$

6. Find the number of ways of arranging eight books on a shelf if two certain books must be adjacent; also the number of ways if these two can not be adjacent.

7. Reduce the determinant

$$\begin{vmatrix} 1 & 1 & 2 & -1 \\ 2 & 0 & 3 & 4 \\ 2 & -3 & 1 & 0 \\ -1 & 0 & 1 & -1 \end{vmatrix}$$

to a single determinant of the second order.

PLANE GEOMETRY.

1. Two triangles are equal if the three sides of the one are equal respectively to the three sides of the other.

2. Given any two intersecting lines, and any two points; locate a point which is equidistant from the two lines and also equidistant from the two points. Discuss the problem.

3. Find the area of the portion of a circle of radius two inches which lies outside of a regular inscribed hexagon.

4. In a right triangle, a perpendicular is dropped from the vertex of the right angle upon the hypotenuse. State and prove two mean proportional relations in the figure thus formed.

5. Two circles are tangent to each other at the point P. A line is drawn through P cutting the one circle at A and the other at B. Show that the radii of the circles drawn to A and B respectively are parallel.

6. If the circumference of a circle is divided into any number of equal parts, the tangents at the points of division form a regular polygon.

7. In a triangle ABC , $\overline{AB} = 4$, $\overline{BC} = 5$, and $\overline{CA} = 6$. D is situated on CA at a distance one from A , and E is on \overline{BC} . If the line DE cuts the triangle into two pieces of equal area, what is the distance \overline{BE} ?

SOLID GEOMETRY.

1. Each lateral face of a prism is parallel to every lateral edge which does not lie in this face.
2. Determine the common perpendicular to two lines not in the same plane, and prove the method correct.
3. Find, and prove correct, the locus of all points equidistant from three points not in a straight line.
4. State and prove the rule for finding the volume of a frustum of a triangular pyramid.
5. One base of a frustum of a regular hexagonal pyramid has a perimeter of 36 in. The lateral area of the frustum is 300 sq. in., and the area of the other base is four-ninths of the area of the given base. What is the altitude of the frustum?
6. The angles of a spherical triangle, on a sphere of radius 7 in., are 53° , 70° , and 95° . What is the radius of a sphere whose area is equal to the area of this spherical triangle?
7. If two intersecting lines in one plane are parallel respectively to two intersecting lines in another plane, the corresponding angles formed by the lines are equal.

TRIGONOMETRY.

[Students taking both plane and spherical trigonometry should answer the questions marked with a *.]

PLANE

*1. Prove $\sin (A + B) = \sin A \cos B + \cos A \sin B$ where A , B , and $(A + B)$ are all acute angles.

*2. Find the value of $\sin 300^\circ$, $\tan \frac{3\pi}{4}$, $\sin (\cot^{-1} 2)$.

*3. Prove (a) $\tan 2\theta - \tan\theta = \tan\theta \sec 2\theta$.

$$(b) \quad 2 \cos^{-1} \left(\frac{12}{13} \right) = \tan^{-1} \left(\frac{120}{119} \right).$$

*4. Define the logarithm of a positive number, and find the value of $\log_{125} 5$, $\log_3 \frac{1}{27}$, and $\sqrt[3]{\frac{1}{1929}}$.

*5. What must be the length of a ladder, set at an angle of $71^\circ 14'$ with the ground, to reach a window 21 ft. high?

6. The lengths of two sides of a triangle are 46.792 and 61.234 feet respectively, and the angle between them is $45^\circ 29' 16''$. Find the third side and the area.

7. Solve for x , giving all values between 0° and 360° which satisfy the equation

$$\sin 7x - \sin x = \sin 3x$$

SPHERICAL

1. In a right spherical triangle, prove that

$$\cos A = \frac{\tan b}{\tan c}$$

*2. Find the distance travelled by a ship which sails on the shortest possible course between Lat. $42^\circ 15' N$, Long. $9^\circ 13' 20'' E$. to Lat. $35^\circ 42' N$, Long. $20^\circ 55' 50'' E$. (Take the earth's radius as 4000 miles.)

*3. In a right spherical triangle we have given the side b and the adjacent angle A . Using Napier's rules, state the formulas necessary to find the other parts and check the results.

4. State and prove one of Napier's Analogies.

5. Given $a = 90^\circ$, $B = 37^\circ 41'$, and $C = 135^\circ 32'$, find c , b , and A .

6. Find the area of a spherical triangle whose sides are 150° , 40° , 120° .

PHYSICS.**Group A**

Answer two questions from this group.

1. Several forces differing in magnitude and direction act on a body. Show how you would find the resultant of these forces.

2. A mass is suspended on a horizontal bar supported at its ends. If a man lifts one end of the bar, where should the weight be attached in order that he may exert a force equal to one-third the weight of the mass? State the principle upon which you base your answer.

3. What is a barometer? A cubic inch of mercury weighs one-half pound. If the pressure of the atmosphere is 15 pounds per square inch, how high would the mercury stand in a barometer? Explain your answer.

Group B

Answer one question from this group.

4. Which contains more heat, steam or an equal mass of water at the same temperature? Explain. How is the boiling point of a substance affected by an increase in pressure?

5. Describe fully an experiment you have performed to measure some quantity of heat. State what observations were made and show how you used the observations to determine the quantity desired.

Group C

Answer two questions from this group.

6. What substance would you use for a permanent magnet? Why? Describe a conductor suitable for carrying a large current.

7. Describe fully one of the following. State the purpose of each part: (1) tangent galvanometer, (2) D'Arsonval galvanometer, (3) voltmeter, (4) simple direct current dynamo.

8. What is essential for the production of an induced E. M. F. Name three characteristics of a wave motion.

Group D

Answer one question from this group.

9. Give two ways of changing the pitch of a violin string. Describe some experiment which you have performed in sound. State clearly what the experiment demonstrates.

10. Give a diagram showing the formation of an image in a plane mirror. Show by diagram how a spectrum is produced by a prism.

CHEMISTRY.

(Entrance credit in chemistry does not carry with it University credit in any course in chemistry in Cornell University. Applicants for University credit in Introductory Inorganic Chemistry, Course 1, who have received permission from Mr. Hoy, should take the examination for University credit also being held in this room.)

Answer eight questions only.

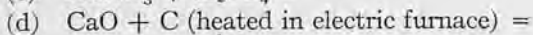
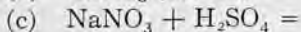
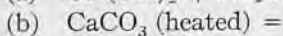
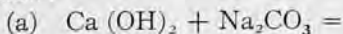
(Atomic Weights:

H = 1, C = 12, O = 16, Na = 23, Cl = 35.5, Ca = 40)

1. Define (a) element, (b) molecule, (c) salt, (d) atomic weight, (e) oxide, (f) acid anhydride, (g) efflorescence, (h) halogen, (i) dissociation, (j) saturated solution.

2. Describe a laboratory method for the preparation of oxygen. Give equation. What are the properties of oxygen? What volume of oxygen gas, measured at 15° and under 745 mm. pressure will exactly suffice for the complete combustion of 100 liters of hydrogen gas, measured at 21° and 750 mm.?

3. Complete and balance each of the equations indicated below:



- (e) $\text{SiO}_2 + \text{C}$ (heated in electric furnace) =
- (f) $\text{Pb}(\text{NO}_3)_2 + \text{H}_2\text{S} =$
- (g) $\text{Al}_2(\text{SO}_4)_3 + \text{NH}_4\text{OH} =$
- (h) $\text{AgNO}_3 + \text{KBr} =$
- (i) $\text{KI} + \text{Cl} =$
- (j) $\text{MnO}_2 + \text{HCl} =$

4. What are the principal constituents of ordinary illuminating gas (coal gas)? Give a brief account of the manufacture and purification of this gas mixture. Name three important by-products of this industry, and state the use that is made of each.

5. How is metallic sodium prepared in commerce? What are the properties of sodium? What weight of sodium would be required to yield, on treatment with water, sufficient sodium hydroxide exactly to neutralize 25 cc. of a solution of hydrochloric acid containing 73 grams of HCl per liter?

6. State the Law of Definite Proportions and the Law of Multiple Proportions.

State the Hypothesis of Avogadro.

What volume of carbon dioxide gas, measured under standard conditions, would be liberated by treatment of 100 grams of calcium carbonate with hydrochloric acid?

7. How may chlorine be prepared in the laboratory? Give equation. What are the properties of chlorine? Upon what does the bleaching action of chlorine depend?

8. Name the five oxides of nitrogen, and write the formula for each. Which of these compounds unite with water to form acids? Describe methods for the laboratory preparation of any two of the five compounds.

9. In what forms does carbon occur in nature? Give a method for the preparation of each of the two oxides of carbon. What is meant by the terms Hydrocarbon, Homologous Series?

10. What changes take place when a solution of copper sulphate in water is subjected to the action of the electric current (a) between platinum (or graphite) electrodes, and (b) between copper electrodes?

BOTANY.

1. What is transpiration in plants? Illustrate a cross section of a leaf, name the different parts and state the relation of the different parts of the leaf to the process of transpiration.

2. Describe and illustrate some starch grains. Describe the process of starch formation, how it is transported to other parts of the plant and in what form it is stored. Is starch present in all plants which have chlorophyll?

3. What are the principal parts of a cell? Illustrate a living plant cell naming the principal parts.

4. Describe and illustrate the prothallium and sexual organs of a fern. How does fertilization take place and what is developed as a result of fertilization?

5. Describe and illustrate the parts and life history of the bread mold or black mold (*Rhizopus nigricans* = *Mucor stolonifer*).

6. Describe a complete flower, perfect and imperfect flower. What is the rôle of the different parts of the flower?

7. Describe the structure (in section) of a seed with endosperm, naming all the parts, also one without endosperm, naming all the parts.

8. Describe the principal forms and structures of desert plants. Why are the forms and structures of plants in regions with normal amount of rain not suited for growing in desert regions during dry periods?

ZOOLOGY.

1. Write a full discussion of the following animals as to form of body, kind of food and method of obtaining it, respiration, reproduction and nature of habitat: ameba, hydra, paramecium, clam, fish, frog.

2. Describe the life-history of the butterfly and illustrate two of its stages with diagrams. Compare with the growth and development of the grasshopper. Explain the type of metamorphosis found in each. Compare both with the metamorphosis which takes place in the frog.

3. Explain the use of the terms *protozoa* and *metazoa*. What is the fundamental difference in the plan of body structure? Function? Mention an example of each group and using these as types outline the method of reproduction from the first phase of this cycle through development and growth to maturity.

4. Define and give an example of each of the following: pseudopodium, flagellum, cilium, carapace, siphon, nucleus, larva, habitat, fauna.

5. Name the classes of vertebrate animals and characterize each. Give an example of each.

6. Name three groups of recent animals possessing the power of flight. Point out the morphology of the flight organs in each case.

7. Mention the different methods of locomotion among mammals and explain the structural adaptations in each case.

8. Write a description of the skeleton of any mammal with which you are familiar.

BIOLOGY.

State briefly what biological subjects you have studied, with what proportion of recitation and laboratory work and for what periods. Any laboratory books or other work done in such courses may be submitted as supplemental to the answers to be written to the following questions.

Answer any ten questions.

1. Diagram and name the transformation stages of a mosquito or of a house fly.

2. Illustrate by outline drawings the form and manner of cell division of two algæ, one unicellular and the other filamentous.

3. List 10 common birds of your home neighborhood and state briefly their nesting and migration habits.

4. Explain how starch food is prepared for absorption and how it gets to the cells of the body.

5. How does the body get rid of the waste which results from the activities of the cells?

6. Give an account of the structure of the seed and its method of germination.

7. Diagram a flowering plant and its flower, naming the constituent parts and stating the ordinary functions of each.

8. Diagram the heart, its valves, and the main channels of circulation in the human body.

9. Compare the transformation stages of a frog and an insect.

10. Diagram the external structure of grasshopper or crayfish, and name the parts.

11. Give an account of the structure of the leaf and explain its work.

12. State how the body is benefitted by exercise.

13. Give an account with simple diagram of the life history of the fern.

14. What are the functions of the human skin and by what hygienic treatment may they be promoted?

15. Diagram the eggs of a frog or a salamander and describe the principal external features in the development of the tadpole from them.

PHYSICAL GEOGRAPHY.

1. What is a cross section? Draw a generalized cross section of the Atlantic Ocean basin between southern United States and North Africa, from shore line to shore line, labeling clearly the different topographic forms and slopes included.

2. Name, in order, from south to north, the planetary wind belts of the Northern Hemisphere, describing the rainfall conditions in each belt.

3. Account for the association and relation in distribution of young mountains, active volcanoes, and earthquakes. Outline the general lines of distribution of active volcanoes around the world, naming and locating type examples in different regions.

4. Account for the fact that the rate of denudation is very rapid on high mountain summits, citing various processes operative. How do peaks originate?

5. The surface topography of a certain region is characterized by the occurrence of a thick cover of unconsolidated material, clay, sand and boulders, in general unstratified, and very irregularly distributed; so that hills and hollows occur in rapid alternation with no semblance of any regular order or system. Associated with such topography are Hanging valleys and many lakes. Account for the development of such topography and the associated phenomena.

6. Describe places and the accompanying conditions where you have actually seen in the field any two of the following phenomena: Exfoliation, Glacial Striations, Residual Soil, Stream Meanders, Pothole, Till Sheet, Tide, Sand Bar, Wave Cut Cliff, Alluvial Fan, Flood Plain, Water Gap, Anticlinal Fold, Stream Divide.

7. Did you use contour maps in your laboratory class work? State the points of superiority of a contoured map over an ordinary areal map of a given region. How would a steep, symmetrical volcanic cone be represented on a contoured map? (Explain by diagram).

8. Give as detailed account as you can of the features shown on a daily weather map when, in winter, a cyclonic storm (Low) is present over New York State. Draw sketch map to illustrate answer.

9. In what kind of regions is wind work of erosion and deposition most important? Describe some of the forms resulting. How does loess originate?

10. Give possible origins for two of the following: Natural Bridge, Rock Basin Lake, River Piracy, Peneplain, Volcanic Neck, Barrier Beach, Peat Bog, Irregular Rocky Coast Line, Mesa, Drumlin.

11. Where did you study Physical Geography? What text was used? How much time was given to laboratory and field work, i. e., how many periods per week, length of period, and for how many weeks? What laboratory manual was used?

AGRICULTURE.

(For one-half unit, answer six questions).

1. (a) Name four important compounds used for food by plants. (b) Define soil water. (c) What is meant by a com-

plete commercial fertilizer? (d) What is a "soil amendment?"

2. (a) Give in approximate percentages the composition of normal milk. (b) On which constituents is based the value of milk for buttermaking? (c) On which constituents is based the value of milk for cheesemaking? (d) On which constituents is based the value of milk for market milk?

3. Tell how you would grade up a herd of dairy cows.

4. (a) Name the breeds of cattle. (b) Name the breeds of horses. (c) Name the breeds of sheep. (d) Name the breeds of swine.

5. Discuss the method of procedure used in (a) cleft grafting; (b) root grafting; (c) budding. Illustrate (a), (b) and (c) with rough drawings. (d) Tell how to make grafting wax and give the proportionate amounts of materials to be used in making it.

6. (a) How many tons of hay will a bay contain which measures 40 ft. x 20 ft. x 18 ft. (b) How many bushels of grain can be stored in a bin 10 ft. x 10 ft. x 10 ft.

7. State briefly how to prevent damage from each of the following:

1. Late blight on potatoes.
2. Colorado potato beetle.
3. Tent caterpillar.
4. Codling moth.
5. San José scale.

8. (a) Why is land plowed? (b) Name the principal parts of a plough. (c) What are the essential differences between good plowing and poor plowing?

9. Define briefly: biology, botany, zoology, agriculture, budding, cambium, fungus, insecticide, grafting, ovary, hybrid, seedling, humus, style, fertilizer, calyx, callus, chlorophyll, germination, parasite, stamen, pistil, petal, host, sepal, fungicide, pedicle, larva, saprophyte.

10. Name three important hay grasses in the United States. Which of these is grown most, is best adapted, yields most per acre, and has the highest money value in New York State? Tell the uses of the following crops: Kentucky bluegrass, red top, red clover, alsike clover, white clover.

DRAWING.

Two examinations are given, one in freehand drawing and one in mechanical drawing. Applicants may take either, or by special arrangement may take both. The examination will be given and judged on the assumption that those taking it have had approximately 150 actual hours of instruction and practice for each $\frac{1}{2}$ credit point desired. One (1) point is the maximum credit allowed in the subject. Candidates taking the examinations must present samples of their work, and a teacher's statement showing time and proficiency.

FREEHAND DRAWING

For this examination the applicant is required to make a pencil sketch of an object or group of objects. The objects used may be geometrical blocks with straight and curved lines and curved surfaces, simple pieces of pottery, furniture, or models with simple lines and surfaces. The purpose of the examination is to test the ability of the applicant to draw accurately and sympathetically just what he sees. Shading may or may not be required.

MECHANICAL DRAWING.

Questions may call for instrumental drawing of geometric constructions, orthographic and isometric projection, oblique section and intersection of solids, surface developments, etc., and working drawings of machine details, as bolts, nuts, pulleys, gears, various simple castings, etc. Data for the problems in any given examination will be furnished in the form of sketches or photographs with dimensions marked or stated.

MANUAL TRAINING.

Examinations will be offered in woodworking, forging, foundry work, and machine work. To satisfy the entrance requirement the applicant must have performed not less than 300 hours of actual work in the subjects in which the examination is taken. Candidates must present a teacher's statement of the time actually spent in the work and of the proficiency attained therein.

SCHOLARSHIP EXAMINATION PAPERS

ENGLISH

[Answer questions 1, 2, 3, and two others.]

1. Write a composition, four or five pages in length, on one of the following topics: The Revolution in Mexico. Fiction as an Aid to the Study of History. The Economic Value of the Automobile. The Public Life of Milton (or of Macaulay). Keeping a Market Garden. Landscape Photography. The Battle of Lake Erie.

2. Name some authors, British and American, belonging to the nineteenth century; state which are famous for their prose and which for their poetry.

3. *Thee*, chauntress, oft the woods *among*
I woo, to *hear* thy even-song;
And, *missing* thee, I walk unseen
On the dry smooth-shaven green,
To behold the *wandering* moon,
Riding near her highest noon,
Like one *that* had been led astray
Through the heaven's wide pathless way,
And oft, as if her *head* she bowed,
Stooping through a fleecy cloud.

From what poem is this passage taken? Who wrote the poem? When? Who is the chauntress? Give the syntax of the words in italics. Give the principal parts of all the verbs. Scan any three consecutive lines.

4. Choose *a* or *b*.

a. Mention a point of weight in the argument for conciliation and show how Burke elaborates that point.

b. Mention a topic discussed in the *Farewell Address* and show how Washington's advice is salutary even today.

5. Choose *a* or *b*.

a. "By far the most finished, complete, and truly inspired

pieces of Burns are, without dispute, to be found among his —," Fill the blank. Discuss the statement.

b. Criticise Macaulay's judgment of Boswell.

6. To what extent is Macbeth dependent upon his wife? Does this dependence vary at all in different parts of the play? How has Shakespeare made use of this dependence in the development of the play? [*The answer should embody specific references.*]

GREEK.

A

Sight translation:

[The Greek Army would make Xenophon
Commander-in-Chief.]

Καὶ ἐν ταύτῃ τῇ Ἀρμῇνῃ ἔμειναν οἱ στρατιῶται ἡμέρας πέντε ὥς δὲ τῆς Ἑλλάδος ἐδόκουν ἐγγὺς γίγνεσθαι, ἤδη μᾶλλον ἢ πρόσθεν εἰσῆει αὐτοὺς ὅπως ἂν καὶ ἔχοντές τι οἴκαδε ἀφίκωνται. ἡγήσαντο οὖν, εἰ ἕνα ἔλοιτο ἄρχοντα, μᾶλλον ἂν ἢ πολυαρχίας οὕσης δύνασθαι τὸν ἕνα χρῆσθαι τῷ στρατεύματι καὶ νυκτὸς καὶ ἡμέρας.

Ὡς δὲ ταῦτα διανοοῦντο, ἐτράποντο ἐπὶ τὸν Ξενοφῶντα· καὶ οἱ λοχαγοὶ ἔλεγον προσιδόντες αὐτῷ ὅτι ἡ στρατιὰ οὕτω γινώσκει, καὶ εὖνοιαν ἐνδεικνύμενος ἕκαστος ἔπειθεν αὐτὸν ὑποστῆναι τὴν ἀρχήν. ὁ δὲ Ξενοφῶν τῇ μὲν ἐβούλετο ταῦτα, νομίζων καὶ τὴν τιμὴν μείζω οὕτως ἑαυτῷ γίγνεσθαι πρὸς τοὺς φίλους καὶ εἰς τὴν πόλιν τοῦνομα μείζον ἀφίξεσθαι αὐτοῦ, τυχὸν δὲ καὶ ἀγαθοῦ τινος ἂν αἴτιος τῇ στρατιᾷ γενέσθαι. ὁπότε δ' αὖ ἐνθυμοίτο ὅτι ἄδηλον μὲν παντὶ ἀνθρώπῳ ὅπῃ τὸ μέλλον ἔξει, διὰ τοῦτο δὲ καὶ κίνδυνος εἴη καὶ τὴν προεργασμένην δόξαν ἀποβαλεῖν, ἠπορεῖτο.

Ἡ δὲ στρατιὰ συνήλθε, καὶ πάντες ἔλεγον ἕνα αἰρεῖσθαι· καὶ ἐπεὶ τοῦτο ἔδοξε, προυβάλλοντο αὐτόν. ἐπεὶ δὲ ἐδόκει δῆλον εἶναι ὅτι αἰρήσονται αὐτόν, εἴ τις ἐπιψηφίζοι, ἀνέστη καὶ ἔλεξε τάδε·

“Ἐγώ, ὦ ἄνδρες, ἡδομαι μὲν ὑφ’ ὑμῶν τιμώμενος, εἴπερ ἀνθρωπὸς εἰμι, καὶ χάριν ἔχω καὶ εὖχομαι δοῦναί μοι τοὺς θεοὺς αἰτίον τινος ὑμῖν ἀγαθοῦ γενέσθαι· τὸ μέντοι ἐμὲ προκρίθηναι ὑφ’ ὑμῶν ἄρχοντα Λακεδαιμονίου ἀνδρὸς παρόντος οὔτε ὑμῖν μοι δοκεῖ

υμμέρον εἶναι, ἀλλ' ἦττον ἂν διὰ τοῦτο τυγχάνειν, εἴ δέοισθε παρ' αὐτῶν · ἐμοί τε αὐ οὐ πάνυ τι νομίζω ἀσφαλὲς εἶναι τοῦτο. ὃ δὲ ὑμεῖς ἐννοεῖτε ὅτι ἦττον ἂν στάσις εἴη ἐνὸς ἄρχοντος ἢ πολλῶν, εὖ ἴστε ὅτι ἄλλον μὲν ἐλόμενοι οὐχ εὐρήσετε ἐμὲ στασιάζοντα · νομίζω γὰρ ὅστις ἐν πολέμῳ ὢν στασιάζει πρὸς ἄρχοντα, τοῦτον πρὸς τὴν ἑαυτοῦ σωτηρίαν στασιάζειν · ἐὰν δὲ ἐμὲ ἔλῃσθε, οὐκ ἂν θαυμάσαιμι εἴ τινα εὔροιτε καὶ ὑμῖν καὶ ἐμοὶ ἀχθόμενον."

B

Translate into Greek:

Calling the soldiers together, he spoke as follows: "It is plain to all, men, that we cannot longer remain here; for we have no provisions. But if we try to go back home, we shall have to fight the king's forces every day until we reach the sea. If, on the other hand, we advance, who will there be to lead us? For not only is Cyrus dead, but the most competent of our generals.

C

Grammar [choose five questions.]

1. State the different uses of ὥς.
2. State the different uses of μή.
3. Explain the construction with φημί, λέγω and ὁράω in indirect discourse.
4. Accent the following words: λαβὼν, τεικὸς ἐλεῖν, ἡμερῶν and πολέως.
5. State the rule for the mood and tense of the verbs of subordinate clauses in indirect discourse.
6. How are negative prohibitions expressed in Greek?

LATIN.

1. Decline: *vetus*; *plus*; *ego*; *pulcher*; *tres*; *solus*; *quis*; *acies*; *Atlas*; *senatus*.
2. Give the neuter of the comparative and superlative forms of: *arduus*; *magnificus*; *celer*; *facilis*; *multus*.
3. Give the principal parts of: *aufero*; *affero*; *quaero*; *queror*; *nolo*.
4. Give the first person, singular, future-perfect indicative and the first singular perfect subjunctive (active and passive) of: *veto*; *capio*; *cogo*.

5. Give the meaning of each of the following suffixes: *-tio*; *-ula*; *-tas*; *-asco*; *-im*.

6. *Translate (at sight):*

Vnum mihi restabat illud, quod forsitan non nemo vir fortis et acris animi magnique dixerit: 'Restitueres, repugnasses, mortem, pugnans oppetisses.' De quo te, te, inquam, patria, testor et vos, penates patrique dei, me vestrarum sedum templorumque causa, me propter salutem meorum civium, quae mihi semper fuit mea carior vita, dimicationem caedemque fugisse. Etenim, si mihi in aliqua nave cum meis amicis naviganti hoc, iudices, accidisset, ut multi ex multis locis praedones classibus eam navem se oppressuros minarentur, nisi me unum tibi dedidissent, si id vectores negarent ac mecum simul interire quam me tradere hostibus mallent, iecissem ipse me potius in profundum, ut ceteros conservarem, quam illos mei tam cupidos non modo ad certam mortem, sed in magnum vitae discrimen adducerem.

CIC. SEST. 45

7. *Translate into Latin, marking all long vowels in what you write:*

(a) He did not want his reputation injured.

(b) Cato said that he would never have undergone so many hardships, if he had not believed that the soul was immortal.

(c) He urged his friends to withdraw from the camp and go home.

(d) I fear that he can not be persuaded to remain with me a day longer.

(e) He had nothing to say regarding the destruction of the city.

(f) The rich often use their money freely and still forget the poor.

8. *Translate (at sight):*

At Venus aetherios inter dea candida nimbos dona ferens aderat; natumque in valle reducta ut procul egelido secretum flumine vidit, talibus adfata est dictis seque obtulit ultro:

'En perfecta mei promissa coniugis arte
munera, ne mox aut Laurentis, nate, superbos
aut acrem dubites in proelia poscere Turnum.'
Dixit et amplexus nati Cytherea petivit,
arma sub adversa posuit radiantia quercu.
Ille, deae donis et tanto laetus honore,
expleri nequit atque oculos per singula volvit
miraturque interque manus et brachia versat

VERG. AEN. VIII, 608-619.

Write out the last three lines, indicating the metrical feet, and the length of each syllable.

GERMAN.

I

Translate:

a Der Juwelier, ein gutmütiger Mann, der für seine Kunst enthusiastisch eingenommen war, stand gerade in der Thür und empfand großes Vergnügen über die begeisterten Worte, die aus dem Munde des Jünglings hervorgingen. Er trat, bisher ungesehen, lächelnd zu ihm heran, öffnete den Kasten, ergriff seine Hand und steckte ihm einen schönen Ring an den Finger. Assad bemerkte es kaum, seinen Blick fesselte mit magischer Gewalt ein Rubin von seltener Größe, auf den die Sonne, die eben aus einer verschleiernden Wolke hervortrat, ihren vollen Schein warf. Er drückte unwillkürlich seine Hand gegen das Herz und holte zum Erstaunen des Juweliers einen tiefen Seufzer, dann streifte er den ihm angesteckten Ring mit dem Ausdruck sonderbaren Widerwillens wieder ab, und rief, auf den Rubin zeigend, leidenschaftlich aus: „Behaltet das elende Ding und gebt mir den!“ Kopfschüttelnd erwiderte der Juwelier: „Der Stein ist mir um Hunderte nicht feil!“ „Ich muß ihn aber haben!“ versetzte der Jüngling wie im Wahnsinn, ergriff den Rubin und stürzte flammenden Auges fort.

b Die ersten Einwanderer waren Abenteurer im vollen Sinne des Wortes, wenn sie auch nicht alle nach Amerika kamen, um ein Leben voller Abenteuer zu führen. Aber selbst diejenigen, welche, wie beispielsweise die Puritaner, viele Deutsche und die Katholiken, die sich in Maryland niederließen, nur den Wunsch hegten, ihre

Religion frei ausüben zu können und sich eine neue Heimat zu gründen, wurden durch die Umstände in gewissen Sinne zu Abenteurern gemacht. Es dauerte lange, bis sie die Ruhe fanden, die sie gesucht hatten, und fortwährende Kämpfe waren nötig, um sich gegen die Ureinwohner des Landes zu schützen. Dazu kam der Umstand, daß die meisten der Ansiedler, die nicht nach Gold und Schätzen suchten, also nicht reine Abenteurer waren, von dem natürlichen Reichtum des Landes keine Ahnung hatten, ihn vielmehr erst kennen lernten, nachdem sie sich bereits mit der Gründung von Niederlassungen beschäftigt hatten. Jeder Tag beinahe brachte ihnen neue Erkenntnis, daß ein Schritt weiter ihnen noch fruchtbarere Länder, noch ergiebigere Wälder und noch reichere Jagdgründe bringen würde, als sie bereits besaßen. So entwickelte sich ganz von selbst und in natürlicher Weise der Wunsch, immer weiter vorzudringen, und damit die Bereitschaft, das bereits Erworbene aufzugeben, um Besseres zu erobern. Der Ansiedler wurde also zum Nomaden, der nicht, wie der Araber heute noch, mit der Familie, dem Vieh und dem Zelte durch das Land streift und fortwährend seinen Lagerplatz wechselt, sondern in dem modernen Sinne, daß er wohl feste Heimstätten errichtete, diese aber ohne Zögern und ohne Bedauern aufgab, wenn sich ihm die Gelegenheit bot, an einem anderen Orte eine neue Heimat zu finden, die ihm reicheren Ertrag versprach.

c Jason: Wo hast du meine Kinder?

Medea: Meine sind's!

Jason: Wo hast du sie?

Medea: Sie sind an einem Ort,
Wo ihnen besser ist, als mir und dir.

Jason: Tot sind sie, tot!

Medea: Dir scheint der Tod das Schlimmste;
Ich kenn' ein noch viel Aergres: elend sein.
Hättst du das Leben höher nicht geachtet,
Als es zu achten ist, uns wär' nun anders.
Drum tragen wir! Den Kindern ist's erspart!

Jason: O weh mir, weh!

Medea: Du trage, was dich trifft;
Denn, wahrlich, unverdient trifft es doch nicht!

Wie du vor mir liegst auf der nackten Erde,
 So lag ich auch in Polchis einst vor dir
 Und bat um Schonung: doch du schontest nicht!
 Mit blindem Frevel griffst du nach den Losen,
 Ob ich dir zurief gleich: du greiffst den Tod!
 So habe denn, was trozend du gewollt:
 Den Tod. Ich aber scheide jetzt von dir
 Auf immerdar. Es ist das letzte Mal,
 In alle Ewigkeit das letzte Mal,
 Daß ich zu dir nun rede, mein Gemahl.
 Ein kummervolles Leben bricht dir an,
 Doch was auch kommen mag: halt aus
 Und sei im Tragen stärker, als im Handeln!
 Willst du im Schmerz vergehn, so denk an mich
 Und tröste dich an meinem größern Jammer.
 Ich geh' hinweg, den ungeheuern Schmerz
 Fort mit mir tragend in die weite Welt.
 Was ist der Erde Glück? — Ein Schatten!
 Was ist der Erde Ruhm? — Ein Traum!
 Du Armer! Der von Schatten du geträumt!
 Der Traum ist aus, allein die Nacht noch nicht.
 Ich scheide nun, leb wohl, mein Gatte!
 Die wir zum Unglück uns gefunden,
 Im Unglück scheiden wir. Leb wohl!

II

1. Give the meaning, the principal parts, and the third person singular present tense indicative mode active voice of: *vorschlagen, hintergehen, vertreten, auslassen, überwinden, entschlafen, vernehmen, umbringen, umgeben, aufheben*.

2. Give the nominative and genitive singular and the nominative plural, with the corresponding form of the definite article in each case, of: *Mensch, Land, Auge, Hirt, Gebäude, Hand, Hund, Zahn, Leib, Museum*.

3. Translate into German, using the verb *können*: *he says that has not been able to come*. Explain your form of *können* and your word-order in the dependent clause.

4. State the difference between *als*, *wenn*, *wann*, as equivalents of English *when*. Illustrate the use of each by a complete sentence.

5. Translate into German: (a) *he knows German*, (b) *how would you say that in German?* (c) *that is a difficult rule in German*, (d) *he translated this book from English into German*.

6. Illustrate by short German sentences the difference (a) between *kennen* and *wissen*, (b) between *bitten* and *fragen*, (c) between *verlassen* and *zurücklassen*.

7. Inflect throughout the singular and plural the German equivalents for: (a) *my German book*, (b) *this beautiful day*, (c) *French wine*.

8. Give the German for: *if I had not helped him he would have lost his position*. Translate both the if-clause and the result clause in two ways.

9. Name three compound verbs which may be either separable or inseparable, state the difference, if any, in meaning, and illustrate by short German sentences.

10. (a) When may the indicative be used in indirect discourse? Illustrate. (b) When must, in indirect discourse, the preterit subjunctive forms be used instead of those of the present subjunctive? Illustrate.

III

Translate into German:

Among the numerous books which German travelers have written in recent years about the United States none are more interesting than those by two poets, Ludwig Fulda and Baron (*Freiherr*) Ernst von Wolzogen. Both men were invited by the Germanistic Society to give a series of lectures, the former in 1906, the latter in 1911, and neither stayed more than a few months. It might be said that this is not long enough to become thoroughly acquainted with the life and institutions (*Einrichtungen*) of another country. That is true; but, on the other hand, it is just as true that first impressions are always the freshest, and that the occasional

(*gelegentlich*) visitor from other lands has a far keener eye for the peculiarities of a country than those who have always or for a long time lived in it.

The two books differ in the same way as their authors. Wolzogen's description of things American is the wittier of the two; sometimes it is too witty to be taken seriously. Fulda's book, while not without humor, goes deeper and is more instructive. Both, however, are trying to be just, and while they do not praise everything, they always try to explain why things are as they are. Both speak with admiration of what is really essential (*wesentlich*) in American life and find much their countrymen might well imitate.

IV

Write a *German* exercise of about 150 words on the life and works of *only one* of the following poets: *Lessing*, *Goethe*, *Schiller*, *Uhland*. Also in *German*, state what German dramas you have read, and where and when.

FRENCH.

1. *Translate:*

a. Before coming to Ithaca, I had to work for three years in order to gain enough money for my studies. I am now twenty-two years old, and I hope to be able to stay in the University for four years. It is difficult for a stranger to make a choice among the numerous courses which are given. My intention at present is to study architecture. I like mathematics, drawing and painting. Doubtless I should do well to occupy myself also with the history of art and with two foreign languages. The latter would be useful to me, if I should be able to pass a year travelling in Europe and visiting the principal monuments of classic and gothic architecture. But one never knows what is going to happen, and it is possible that all my fine plans for the future may be completely changed.

b. Have you all the books that the professor told us to buy? No, not all. I have some of them. You don't need

all of them. I am told that they never read in class all the books he mentioned. Let's see those you have. Oh, I have this one myself. How much did you pay for it? Not more than that? You are lucky. I paid more than ten francs for mine. Probably mine is not so good as yours. It is an older edition. That makes no difference. No one will say anything about it.

2. *Translate:*

1. Tout vient à point à qui sait attendre.
2. Il vaut mieux être en avance.
3. C'est tout à fait un homme du monde.
4. Il me tarde de le voir.
5. Je ne m'attendais pas à vous trouver ici.
6. A quoi bon vous fâcher?
7. Nous nous sommes trompés tous tant que nous sommes.
8. Je ne lui en veux pas.
9. Il nous fallut coucher à la belle étoile.
10. Je vous sais bon gré de votre intention.
11. Il s'en faut de beaucoup qu'il saisisse toutes les expressions idiomatiques que voici.
12. Depuis quelque temps il a dû se passer de tout ce qui n'est pas nécessaire.

3. *Translate:*

Un moment après, un observateur aurait distingué la figure pâle de cet homme à travers la fenêtre d'une maison d'où il *pouvait apercevoir* tout ce qui entraît dans l'impasse formée par la rangée de maisons parallèle à Saint-Léonard. Avec la patience du chat qui guette la souris, Corentin était encore, le lendemain matin, attentif au moindre bruit et occupé à soumettre chaque passant au plus sévère examen. La journée qui *commençait* était un jour de marché. Quoique dans ce temps calamiteux, les paysans se hasardassent difficilement à *venir* en ville, Corentin *vit* un homme à figure ténébreuse, *couvert* d'une peau de bique, et qui portait à son bras un petit panier rond de forme écrasée, se *dirigeant* vers la maison de mademoiselle de Verneuil, après avoir jeté autour

de lui des regards assez insouciantes. Corentin descendit dans l'intention d'attendre le paysan à sa sortie; mais, tout à coup, il *sentit* que, s'il pouvait arriver à l'improviste chez mademoiselle de Verneuil, il *surprendrait* peut-être d'un seul regard les secrets cachés dans le panier de cet émissaire. D'ailleurs, la renommée lui avait appris qu'il était presque impossible de lutter avec succès contre les impénétrables réponses des Bretons et des Normands.

Les Chouans—BALZAC.

Write five principal parts of verbs in italics.

4. *Translate:*

Toujours lui! Lui partout!—Ou brûlante ou glacée,
Son image sans cesse ébranle ma pensée.
Il verse à mon esprit le souffle créateur.
Je tremble, et dans ma bouche abondent les paroles
Quand son nom gigantesque, entouré d'auréoles,
Se dresse dans mon vers de tout sa hauteur.

Là, je le vois, guidant l'obus aux bonds rapides,
Là, massacrant le peuple au nom des régicides,
Là, soldat, aux tribuns arrachant leurs pouvoirs,
Là, consul jeune et fier, amaigri par des veilles
Que des rêves d'empire emplissaient de merveilles,
Pâle sous ses longs cheveux noirs.

Puis, empereur puissant, dont la tête s'incline,
Gouvernant un combat du haut de la colline,
Promettant une étoile à ses soldats joyeux,
Faisant signe aux canons qui vomissent des flammes,
De son âme à la guerre armant six cent mille âmes,
Grave et serein, avec un éclair dans les yeux.

Puis, pauvre prisonnier, qu'on raille et qu'on tourmente,
Croisant ses bras oisifs sur son sein qui fermente,
En proie aux geôliers vils comme un vil criminel,
Vaincu, chauve, courbant son front noir de nuages,
Promenant sur un roc où passent les orages
Sa pensée, orage éternel.

Lui—VICTOR HUGO.

ELEMENTARY MATHEMATICS.

1. Find the H. C. F. and the L. C. M. of the expressions
 $x-4y^3+3y^4$, $x-5y^3+4y^4+y-y^2$.
2. A hound is 39 of his leaps behind a rabbit that takes 7 leaps while the hound takes 8. If 6 leaps of the rabbit are equal to 5 leaps of the hound, how many leaps must the hound take to catch the rabbit?
3. For what values of n will one of the roots of
 $(n-3)y^2-(2n+1)y=2-5n$
 be double the other?
4. A crew can row $5\frac{1}{2}$ miles downstream and back again in 2 hours and 23 minutes; if the rate of the current is $3\frac{1}{2}$ miles per hour, find the rate at which the crew can row in still water.
5. Given a triangle whose sides are of lengths a, b, c . Find the radii of the circles with centers at the vertices of the triangle and which touch each other.
6. If three circles intersect each other their common chords pass through a common point.
7. If A B C D E is an inscribed pentagon and arc D E is 70 degrees, find the number of degrees contained in the sum of the angles A and C.
8. Two triangles are similar if the three sides of the one are proportional respectively to the three sides of the other.

ADVANCED MATHEMATICS.

1. What is the locus of a point that is equidistant from two fixed intersecting lines and at a given distance from a fixed point not in the plane of the two lines? Prove.
2. Find the shortest distance between two non-intersecting edges of a regular tetrahedron, each of whose edges is one foot.
3. Find the volume of a regular octahedron whose faces are all tangent to a sphere of radius one foot.

4. Prove $\sin 3A = 4 \sin A \sin (60^\circ - A) \sin (60^\circ + A)$.
5. Find all the positive values of x less than 2π which satisfy the equation

$$\cos 2x = \sin x.$$

6. If the slant height of a cone is 10 feet and the volume of the cone is 22 cubic feet, find the altitude correct to three places of decimals. Assume $\pi = \frac{22}{7}$.

7. How many words of one or more letters can be formed from the letters in the word *states*?

8. Find all the factors of

$$\begin{vmatrix} a^6 & a^2 & 1 \\ b^6 & b^2 & 1 \\ c^6 & c^2 & 1 \end{vmatrix}$$

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